*REPORT*

# EVALUATION OF IMPLEMENTATION OF THE VOCATIONAL EDUCATION PROGRAMME IN THE STATE OF HARYANA

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# Report-

## Evaluation of Implementation of the Vocational Education Programme in the State of Haryana

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# PREFACE

The programme of vocationalisation of education at the +2 stage of senior secondary education has been in vogue in the country for about two decades, with varying degrees of success in different states. There is a continuous need to obtain feedback from the implementing states so that strengths and weaknesses of the implementation of the programme can be identified. This feedback provides a deeper insight into the process of vocationalisation and reveals the typical problems, which decide the success or otherwise of the programme. This also helps in policy making as well as in taking corrective measures for the future.

With these objectives in view, PSSCIVE has been, from time to time, undertaking evaluation studies of the implementation of VEP in several states. The present study is a step in this direction. The findings of the study have been presented objectively, while the views expressed by the author may reflect a degree of subjectivity. It is hoped that the study would help all concerned in viewing implementation of the VEP in true perspective and help the state in taking timely remedial measures. It is also hoped that the study will help the national and international planners and decision makers to define future course of action with regard to vocational stream of education in general.

Dr. Davinder K. Vaid, Professor & Head, Business and Commerce Division, PSSCIVE, who was also the Project Co-ordinator and his team members, Shri Saurabh Prakash, Reader, Engineering & Technology Division and Dr. Suniti Sanwal Reader, Home Science Division deserves appreciation for the hard work put in by them in evaluating the VEP programme by visiting a number of institutions and interacting with the officers, principals, teachers, students and parents to get their views on the implementation of VEP, and collecting relevant data and first hand information from respondents and bringing out the report in the present form.

Mrs. Pramila Issar, Financial Commissioner and Secretary to the Government of Haryana and Shri H.S. Rana, Director of Industrial Training and Vocational Education took keen interest in this project and ensured all the arrangements and facilities required for collection of first hand information from the respondents. I express my sincere gratitude to them.

Shri R.C. Sharma, Joint Director, Shri D.R. Bansal, Assistant Director, all the Deputy District Vocational Education Officers and Vice Principals, teachers and staff of the VEIs that were visited, deserve our thanks for providing necessary support and cooperation in this project.

Last but not least, I am thankful to the students, parents, officials of Gram Panchayats and others who were kind enough to spare time, respond to the questionnaires and discuss the issues with the team.

**December 2002**
**Bhopal**

**Prof. S.Z. Haider**
**Joint Director**
**Pandit Sunderlal Sharma**
**Central Institute of Vocational Education**

# GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

MKGandhi

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CHAPTER 1

# Introduction

## 1.1 Rationale

The programme of vocationalisation of education was introduced in the state of Haryana from the academic year 1983-84. Initially, the programme was started in 24 institutions with two vocational courses. More institutions and courses were added in the following years. The introduction of Centrally Sponsored Scheme in the year 1986-87 under which large sum of money was provided for the effective implementation of the programme, gave a boost to the programme. The CSS provided funds for the creation of infrastructure such as management structure, teachers, training of teachers, development of instructional materials and conduct of vocational surveys. At present 19 different vocational courses are running in 116 vocational institutes throughout the state.

Over the years, the state has gained in strength but at the same time some implementational problems have crept in. It would be in the fitness of things to make a systematic analysis of the strengths and weaknesses of the programme so that things could be improved in future.

A unique feature of the state of Haryana is that the vocational programme has been started in separate vocational institutions under the Department of industrial training and vocational education. As against this, in the rest of the country, the programme was started in general schools, by adding few vocational sections in each school. At a time when the nation is thinking in terms of alternative models for improving the effectiveness of Vocational Education Programme, it becomes all the more important to make a systematic study of the state of Haryana, which has adopted a different model from the rest of the country. The present study, therefore, makes an attempt to analyse the programme of vocationalisation of education in the state of Haryana so that suggestions for its better implementation in future can be made.

## 1.2 Objectives

The main objective of the present study is to make analysis of the current position with respect to implementation of the vocational education programme in the state of Haryana so as to identify its strengths and weaknesses & make suggestions for better implementation of the programme in future. The specific objectives of the study are:

(i) To collect primary data from different stake holders- principals, teachers, students, parents, vocational passouts and the Directorate of Industrial Education and Training regarding various aspects of implementation of VEP in the state.

(ii) To analyse the strengths and weaknesses in the implementation of vocational education programme in the state.

(iii) To make suggestions and recommendations for the successful implementation of the programme in future.

## 1.3 General Information

The programme of vocational education is being implemented in the state for about two decades. From a modest beginning with 1900 students in 1983-84, the programme has expanded to cover 16000 students in almost all the major areas of Engineering and Technology, Business and Commerce, Home Science and Agriculture.

The courses in the first two areas are more popular, accounting for a little less than 80 percent of all the vocational students in the state. However, the girls account for only about one sixth of the total number of vocational students in the state. This reflects that the vocational courses are not popular amongst the girl students.

The state has received about 29.22 crore rupees as grant under the Centrally Sponsored Scheme of Vocationalisation of Education since the introduction of the scheme in the year 1987-88. However, no money was received for the years 1997-98 and 1998-99. The total expenditure on the programme has been higher and the balance amount was being contributed by the State Government from its exchequer.

As regards the creation of management structure, the position has been found to be generally satisfactory. The State Council of Vocational Education has been created. It has, however, not met once during the last 14 years. The programme is being run under the Directorate of Industrial Training and Vocational Education. A separate post of 'Joint Director' (vocational) has been created. At the District level, Deputy District Vocational Education Officers have been appointed. At the school level, the District Vocational Education Committees have been constituted to monitor and facilitate implementation of the programme in each educational district.

There is acute shortage of teachers and instructors as about 500 posts are laying vacant because of general ban on new appointments in the state.

The positive features of the programme include acceptability of the programme and existence of popular demand for vocational courses amongst the people of the state. The vocational institutes are perceived to be 'mini ITIs' as these are running from the same premises and are under the control of the Department of Industrial Training and Vocational Education.

The curriculum structure adopted is as per the national recommendation of giving 70% of the total weightage to the vocational theory and practice. Of the 19 curricula running in the state, 8 were developed by the state itself and the other are those which are 11, developed by PSSCIVE and have been adopted. The instructional materials for most of the courses have generally not been developed. There is a need to strengthen the infrastructural facilities in the VEIs as facilities such as equipments, tools, raw material are not found to be adequate. The position in respect of collaborative arrangements has not been found to be upto the desired level. The On-the-Job Training was virtually non existent in most of the courses. Only a small percent of students were being placed under Apprenticeship Training. The vocational students were being examined in the same manner in which students of general stream were being examined and there was no continuous and comprehensive evaluation.

## CHAPTER 2

# Research Design and Methodology

The study analysing the implementation of VEP is based mainly on primary data, collected from different source viz. Directorate of Industrial Training and Vocational Education, Chandigarh, The Board of Secondary Education, Bhiwani, the principals, teachers, students, passout students and parents of the vocational students.

A team of three experts, consisting of Dr. Davinder K. Vaid, Professor and Head, Division of Business and Commerce (Co-ordinator), Mr. Saurabh Prakash, Reader, Engineering and Technology Division and Dr. Suniti Sanwal, Reader, Home Science Division of PSSCIVE was constituted to personally visit the state and collect first hand information about the study.

The team visited various districts in the state from 4th to 20th September, 2001, in order to collect necessary data for the present investigation. The methodology adopted was a combination of structured questionnaires administered to various stakeholders and personal observations and interaction of the study team with the respondents. Thus the following three methods were used to collect the needed data for the study:

(i) Observations of the institutions, the infrastructural facilities and the students and teachers at work by the study team;
(ii) Discussion with the principals, students, teachers, passout students, parents and officials of the state; and
(iii) Administration of the questionnaires to different respondents.

Six different questionnaires were used to collect the requisite data for the present investigation.

The first questionnaire was administered to the Directorate of Industrial Training and Vocational Educations, to collect overall position of the implementation of VEP in the state. The second questionnaire was administered to the principals of the institutions that were visited by the team, to collect information about the courses in each institution. The third questionnaire collected requisite data from the vocational instructors, who are involved in the implementation of the courses at the grass root level. The other three questionnaires collected information about the perceptions of the vocational students, vocational passouts and parents of the vocational students, respectively on different aspects of the programme so that a more focussed strategy may be evolved for the effective implementation of VEP in future.

The team started its work with an interaction with the officials of the Directorate of Industrial Training and Vocational Education on the 4th of September. Which included the Director Shri H.S. Rana, Joint Director Shri R.C. Sharma and Vocational Officer, Shri D.R. Bansal. The team had a very useful meeting with the Financial commissioner and Secretary to the Government of Haryana, Mrs. Pramila Issar, in which lot of information about the programme and the perceptions of higher officials about the same was known. In the afternoon, there was a meeting with the Deputy District Vocational Officers (DDVEOs), which was attended by all the 8 DDVEOs of the state. The DDVEOs were explained as to the purpose of the study and were requested to make arrangements for calling passouts, parents, etc. so that necessary information can be collected from all the respondents. This proved very useful as the objective of the team's visit was made known to the VEIs that were visited by the team, well in advance.

### The Sample

The state of Haryana has 116 VEIs, located in 19 educational districts, where about 16,000 students are studying 19 different vocational courses belonging to the five vocational areas of Agriculture, Business

& Commerce, Home Science, Engineering & Technology and Humanities. The sample for the study was taken from the above population adopting a combination of judgement and convenience method.

The actual selection of the VEIs was left to the state Directorate. However, care was taken to ensure that a representative sample of institutions was selected. The guidelines followed in this regard were that all types of institutes i.e. rural, urban; institutions for boys, girls; and institutions covering maximum number of vocational courses run by the state were selected, for the visit of the team.

Looking into the limitations of cost and time, a total number of 25 VEIs located in 11 different districts, were visited by the team, which covered all the 19 vocational courses run by the state. In other words, a sample of over 1/5th of the institutions, in about 3/5th of the educational districts of the state was taken, which is quite representative of the population of VEIs in the state.

All the vice-principals of the selected institutions and the vocational instructors present in the school were contacted by the team. The team talked to most of the students in these institutions and picked 4-5 students from each class to get responses to the 'students's questionnaire'. In all 25 vice principals, 166 instructors, 360 students, 160 passouts and 129 parents of the vocational students could be contacted during the course of the present investigation.

Thus the total sample of the study consists of 360 current students, 160 vocational passouts, 129 parents and 166 instructors from 25 VEIs located in 11 districts of the state.

## Analysis of the Data

The data collected form different sources was tabulated and analysed with the help of summary statistical tools such as ratios, percentages and simple averages. The results so obtained have been presented with the help of suitable diagrams and tables in the chapter that follows hereafter.

## CHAPTER 3

# Survey Findings

## 3.1 Overall Position in the State

### 3.1.1 *Number of Courses*

The vocational education programme in the state of Haryana started with 2 vocational courses in 24 Vocational Education Institutes (VEIs) in the year 1983-84. Over the years, many more courses and institutions have been added to this number. During the year 2001-2002, 19 different vocational courses, developed/ adopted/ adapted by the state were being offered in the five major areas of Agriculture, Business and Commerce, Engineering and Technology, Home Science and Humanities. Till last year, such courses were being run in 118 VEIs. Of these, two institutes have been closed. Thus, during the year 2001-2002, a total number of 19 vocational courses (listed in Appendix i) were being offered in 116 vocational institutes in the state. In other words, the number of vocational institutes have increased by about four times during the eighteen years of the implementation of the vocational education programme in the state.

Of the 19 vocational courses currently running, the five most popular courses, as informed by the Directorate of Industrial Training and Vocational Education, in the order of their popularity are Lineman, Maintenance and Repair of Domestic Appliances (MREDA), Office Secretaryship, Commercial Garment Designing and Making (CGDM) and Accounting and Auditing. The reason for the popularity of these courses has been reported to be better employment avenues.

### 3.1.2 *Number of Students*

From a modest beginning in the year 1983-84 with 1920 students, the programme of vocational education has slowly gained acceptability over the years as the number of students almost doubled during the next two years. The programme got an impetus with the introduction of Centrally Sponsored Scheme in 1986-87 as the enrolment increased substantially as a result of this.

**Table 3.1 Sexwise Distribution of Students Enrolment in Vocational Courses Over the Years**

| Year | Boys | | Girls | | Total |
|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | |
| 1983-84 | ------ | ----- | ----- | ----- | 1920 |
| 1984-95 | ------ | ----- | ----- | ----- | 3480 |
| 1985-86 | ------ | ----- | ----- | ----- | 3874 |
| 1986-97 | 10228 | 86 | 1632 | 14 | 11860 |
| 1992-93 | 8580 | 88.5 | 1124 | 11.5 | 9704 |
| 1993-94 | 8860 | 95 | 498 | 5 | 9358 |
| 1994-95 | 9760 | 87.5 | 1393 | 12.5 | 11153 |
| 1995-96 | 10134 | 94.4 | 603 | 5 6 | 10767 |
| 1996-97 | 11232 | 97 | 369 | 3 | 11601 |
| 1997-98 | 10592 | 81.5 | 2414 | 18.5 | 13006 |
| 1998-99 | 12441 | 81.5 | 2828 | 18.5 | 15269 |
| 1999-2000 | 12207 | ----- | 3553 | ----- | 15760 |
| 2000-2001 | 14003 | 84 | 2663 | 16 | 16666 |
| 2001-2002 | ------- | ----- | ------ | ----- | 15960 |

Growth in enrolment of students in vocational stream increased by three times over the previous year. Since then, there has been a steady growth (baring two years 92-93 and 93-94) as there is an overall growth of about 40 percent in the next 14 years, taking the total enrolment to about 16000 by the year 2000-2001.

A closer look at the enrolment figures however indicates that there seems to be stagnation in the number of students opting for vocational courses during the last four years.

### *3.1.3 Sexwise Distribution of Students*

The data provided in table reveals that the girl students constitute a very small percent of the total number of vocational students, with the year 1996-97 being the least where only 3 percent of the students were girl students. The situation improved in the year 1999-2000 taking the girls percentage to 21 but again in the year 2000-2001, it fell down to 16 percent.

By any standards, the percentage of girls students to the total number of vocational students is small and needs improvement. Steps should be taken to provide more courses and avenues for girls in Term of more relevant courses for their needs so that their enrolment can be increased.

### *3.1.4 Areawise Distribution of Students*

The position in respect of number of students in different vocational areas over the past two academic years has been given in table 3.2 as follows:

**Table 3.2 Total Number of Students in Different Vocational Areas Over the Past Two Years**

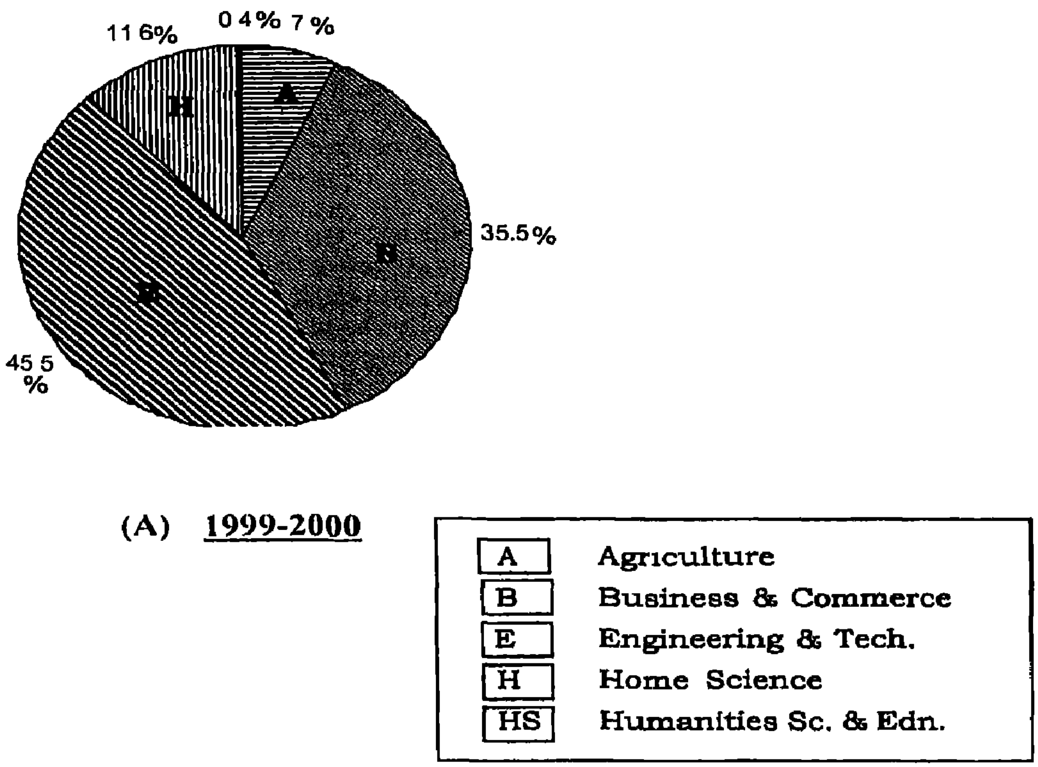
| S.No. | Vocational Area | Total Students | | | |
|---|---|---|---|---|---|
| | | 1999-2000 | | 2000-2001 | |
| | | Number | Percent | Number | Percent |
| 1. | Agriculture | 1100 | 7.0 | 3626 | 21.75 |
| 2. | Business & Commerce | 5580 | 35.5 | 5800 | 34.8 |
| 3. | Engineering & Technology | 7180 | 45.5 | 5500 | 33.0 |
| 4. | Home Science | 1840 | 11.6 | 1700 | 10.2 |
| 5. | Humanities Science and Education | 60 | 0.4 | 40 | 0.25 |
| | Total | 15760 | 100 | 16666 | 100 |

On the basis of number of students, it may be stated that Business and Commerce based vocational courses were most popular in the year 2000-2001 as over 34 percent of the vocational students were undergoing some or other vocational course in the area of commerce. This was followed by Engineering and Technology based courses, which were opted by 33 percent of the students and Agriculture which was followed by about 22 percent students The courses belonging to Home Science and Humanities group were less popular. The situation in the preceding year (1999-2000), was slightly different. The Engineering and Technology based courses were more popular than the Business and Commerce based courses. The reason for the shift was reported to be the non-availability of teachers and inadequate availability of equipments needed for the Engineering based courses.

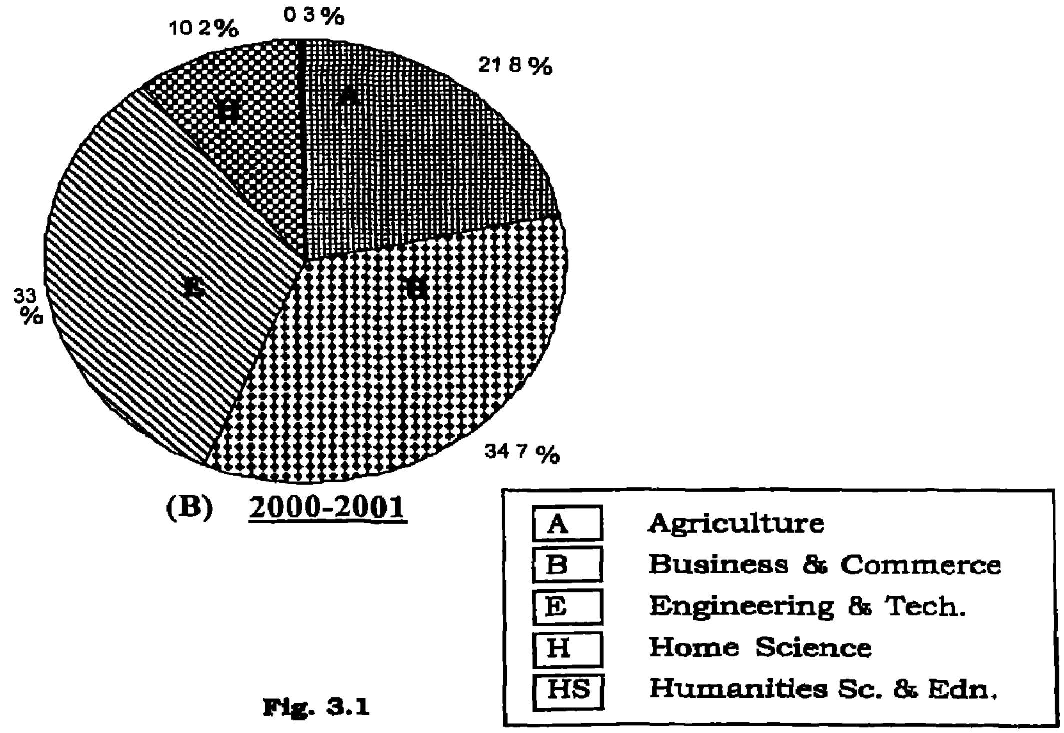
### *3.1.5 Results*

The position with respect to results of vocational stream students in term of number of students appeared and passed over the past three years is given in Table 3 3 as follows:

# ENROLMENT OF STUDENTS IN DIFFERENT VOCATIONAL AREAS



(A) 1999-2000



(B) 2000-2001

Fig. 3.1

**Table 3.3 Result of Vocational Students (Class XII) in the Past Three Years**

| Year | No. of Students Appeared | Passed | |
|---|---|---|---|
| | | Number | % |
| 1998-99 | 7901 | 3385 | 42.49 |
| 1999-2000 | 9216 | 5287 | 57.00 |
| 2000-2001 | 7136 | 2640 | 37.00 |

The overall position of results of vocational students, as shown in the table reveals an alarming situation as the pass percentage is very low. During the year 2000-2001, only 37 percent of the students who appeared could pass their examination. In other words slightly less than 2/3rd of the total appearing students who appeared failed. The position in the other two years is slightly better but still substantially higher number of students failed in their examinations.

On enquiring about the reasons, the team was informed that more that 60 percent of the students who fail do so in the subject of English because they could not cope up with the subject. Also there was severe shortage of teachers in almost all the institutions. Over the years, many VEIs have been opened but no teachers have been recruited This is a serious matter which needs to be looked into immediately.

### 3.1.6 *Finance*

Upto the year 1999-2000, for which the figures were available, the state has received a total sum of Rs.2922.5 lakh rupees as grant under Centrally Sponsored Scheme, since the introduction of the scheme in the year 1987-88. However, the total expenditure has been much higher. The situation in respect of the last three years has been found to be such that the total yearly expenditure was about 1400 lakhs. During the two year period of 1997-98 and 1998-99 when the central grant was not released to any states, the state government met the expenditure from the state grants. However, most of the responding vice principals were of the view that the money provided for vocational programme was not sufficient. They, therefore, wanted that additional funds be provided to run the programme more effectively.

**Table 3.4 Expenditure on VEP during past three years and Sources of Funds (in Lakhs)**

| Year | Source of Funds | | Amount | | Total |
|---|---|---|---|---|---|
| | CSS Grant | State Govt | Received | Non-Received | |
| 1998-99 | ------ | 1392.90 | 1339.07 | 52.86 | 1392.93 |
| 1999-2000 | 227.35 | 1315.57 | 1280.61 | 34.96 | 1315.57 |
| 2000-2001 | ------ | 1465.64 | 1395.10 | 70.54 | 1465.64 |

The CSS grant was not released for a period of two years i.e. 1997-98 and 1998-99 to any state. This created some degree of uncertainty amongst the states and affected the growth of the programme. The scheme has been continued now for grant of money to states for opening new courses.

However, the state has been meeting the necessary recurring and nonrecurring expenditure on vocational education from the state grants. There was a widespread feeling that more money is required for the effective implementation of the programme. About the sources that can be used for raising additional money, most of the respondents felt that the money can be raised from increased tution fee; donations from parents and others; grant from State Government and additional grant from Central Government. The option of levying taxes on industrial houses was not preferred.

## 3.2 About the Sample Organisations

### 3.2.1 General Features

The sample VEIs represent all types of vocational institutions - rural, urban; offering different types of vocational courses; running in Government buildings or those donated by Panchayats and private individuals.

Of the 25 institutes that were visited by the teams, 10 were located in rural areas and 15 in the urban areas. The number of vocational courses offered ranged between 3 to 7 in most of the institutions except in one institute where as many as 9 different vocational courses were being offered. In respect of vocational units (sections) in each VEI, the number ranged between 4 to 12. More than one third of the organisations were having four to six vocational units. The number of students in each VEI ranged between 100 to 450, where in 80 percent of the institutes, the number varied between 100 and 250. (Mean 132, Median 196).

As regards availability of the teachers, generally 2-3 teachers are available for teaching languages and General Foundation Course and one vocational instructor for each of the vocational unit in a VEI. Acute shortage of teachers was observed in most of the VEIs.

### 3.2.2 Vocational Courses Offered

The vocational course offered, by the sample organisations, alongwith the number of institutions offering the same is given in Table 3.5.

It may be observed that of the 19 vocational courses, as many as 17 were being covered by the VEIs that were visited by the team.

**Table 3.5 Vocational Courses Offered in the Sample Organisations**

| S.No. | Vocational Course | No. of VEIs |
|---|---|---|
| 1. | Office Secretaryship (Hindi) | 17 |
| 2. | Office Secretaryship (English) | 15 |
| 3. | Electrician (MREDA) | 16 |
| 4. | Accountancy and Auditing | 17 |
| 5. | CGDM | 12 |
| 6. | Marketing and Salesmanship | 04 |
| 7. | Auto Technician | 12 |
| 8. | Computer Techniques | 02 |
| 9. | Banking | 04 |
| 10. | Boiler Attendent | 04 |
| 11. | Lineman | 13 |
| 12. | Floriculture | 04 |
| 13. | Furniture Maker and Design (FMD) | 03 |
| 14. | Crop Production | 03 |
| 15. | Visual Arts | 01 |
| 16. | Farm Mechanic | 10 |
| 17. | Mechanic Textile Machinery | 01 |

It may be seen from the table that the four most popular vocational courses in the sample institutions were Office Secretaryship (Hindi); (17/25); Accounting and Auditing (17/25); Electrician (MREDA) (16/25); and Office Secretaryship (English) (15/25). This was followed by Lineman (13/25); Auto Technician (12/25); Commercial Garments and Design Making (CGDM) (12/25) and Farm Mechanic (10/25).

### *3.2.3 Number of Students*

Information regarding number of students in the sample institutes is given in Table 3.6 as follows:

**Table 3.6 Student's Strength in Sample VEIs**

| S.N. | No.of Students | No. of Institutes | Percentage |
|---|---|---|---|
| 1. | 100-150 | 7 | 28 |
| 2. | 150-200 | 5 | 20 |
| 3. | 200-250 | 7 | 28 |
| 4. | 250-300 | 3 | 12 |
| 5. | 300-350 | 2 | 08 |
| 6. | 350-400 | 1 | 04 |
| | **Mean** | **164** | |
| | **Median** | **196** | |

It may be noted from the table that in most of the sample organisations, the number of students ranged between 100 to 250, with Arithmetic Mean as 164 and Median 196. This shows that the VEIs visited were of reasonable size in terms of number of students.

### *3.2.4 Number of Vocational Courses*

The data in respect of number of vocational courses, as given in Table 3.7, reveal that in each of the VEI, number of vocational courses are being offered. The number of courses offered by each institute, however, ranged between 3 to 9, as per the details given in the following table:

**Table 3.7 Number of Vocational Courses Offered In Sample VEIs**

| S.N. | No. of Courses Offered | No. of Institutes | Percentage |
|---|---|---|---|
| 1. | 3 | 4 | 16 |
| 2. | 4 | 6 | 24 |
| 3. | 5 | 2 | 08 |
| 4. | 6 | 7 | 28 |
| 5. | 7 | 5 | 20 |
| 6. | 9 | 1 | 04 |

It may be seen from the table that in majority of the institutions, 4-7 vocational courses were being offered in each VEI. However, there is variation in the number of units (section) in a VEI. As seen in Table 3.8, the number of vocational units ranged from 5 to 17 and above. This is because of shortage of instructors in the state. As a result there is an abrupt closer of vocational units at one VEI and shifting the course alongwith transfer of the instructor to another VEI. When a particular course has been shifted from one institute to another, there will only be one unit at the place where it has been closed as no admission will take place in +1 and at the place it has been started, the +2 unit will come only in the following year. Thus some variation was observed in the number of units in the VEIs.

In respect of the number of vocational units in each VEI, the position, as observed during the course of the investigation is given in Table 3.8 as follows:

**Table 3.8 Number of Vocational Units in Sample Organisations**

| S.N. | No. of Vocational Units | VEIs | |
|---|---|---|---|
| | | Number | Percent |
| 1. | 5-6 | 8 | 32 |
| 2. | 7-8 | 3 | 12 |
| 3. | 9-10 | 6 | 24 |
| 4. | 11-12 | 4 | 16 |
| 5. | 13-14 | 2 | 08 |
| 6. | 14-17 | 2 | 08 |

It may be observed that the number of vocational units ranged between 5 and 17. However, in a vast majority of the institutes, these were upto ten units.

### 3.2.3 *Qualifications of Vice Principals*

The Heads of VEIs have been designated as Vice Principals, instead of Principals. This is creating a lot of confusion amongst employers and the public at large. It gives the impression that the person is only second in command, while infact he/she is the administrative head of the institute.

The position in respect of qualification of Heads of Institutions in the sample organisation has been given in Table 3.9.

**Table 3.9 Qualifications of Vice Principals in the Sample Organisations**

| S.N. | Qualification | Number | Percent |
|---|---|---|---|
| 1. | Matric + ITI Diploma + CTI | 4 | 16 |
| 2. | Diploma from Polytechnic | 6 | 24 |
| 3. | Graduate + 3 years NAC in Textile Machinery | 1 | 04 |
| 4 | Post Graduate in Vocational Areas | 7 | 28 |
| 5. | Post Graduate in Non-Vocational Areas + B. Ed | 7 | 28 |

It may be very surprising to note that many of the people who have done one or two year's diploma from ITI/ CTI after matric, have been designated as vice principals. In 6 institutes, the qualification of the vice principal was Diploma from Polytechnic. Thus, in 40 percent of the institution the incumbent vice principals were found to be undergraduates. In 14 of the VEIs (56 percent) the vice principals were

# QUALIFICATIONS OF VICE PRINCIPALS IN THE SAMPLE ORGANISATIONS

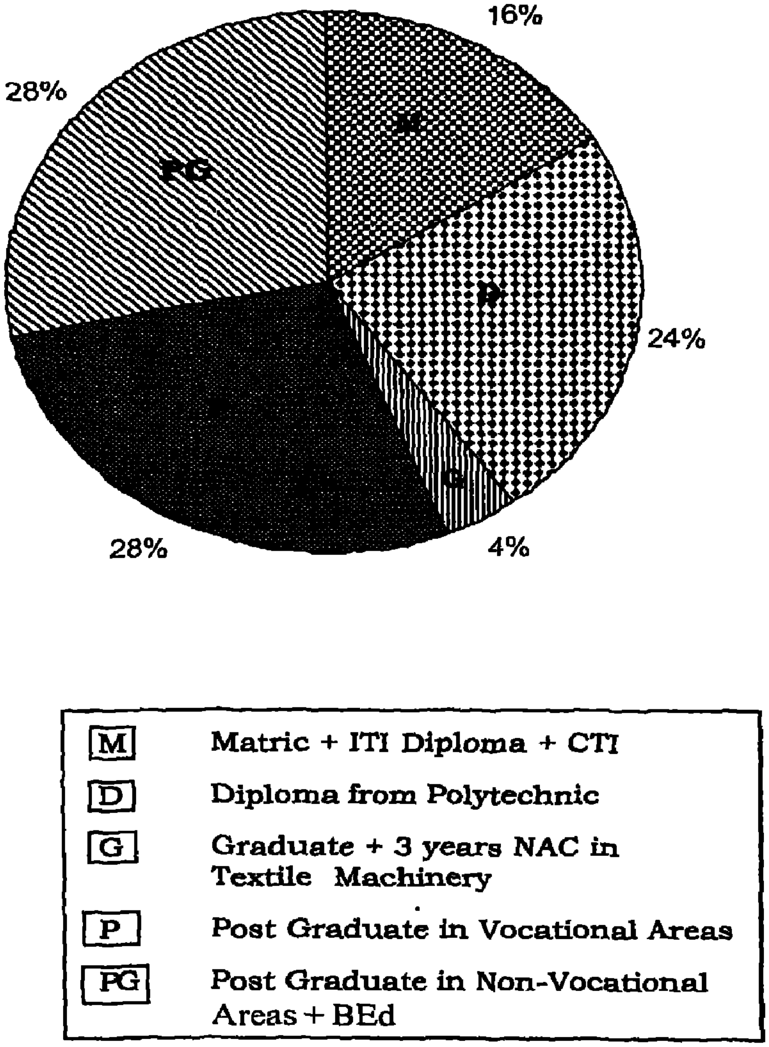


Fig. 3.2

having a post graduation degree But of these, as many as 7 vice principals were post graduates in non vocational areas of Hindi/ English or some area of Humanities.

It is strongly felt that there should be some minimum qualification for the position of Head of the institution. The person should preferably be a post graduate in any of the vocational area so that he/she is in a position to 'lead from the front'.

### 3.3 Management Structure

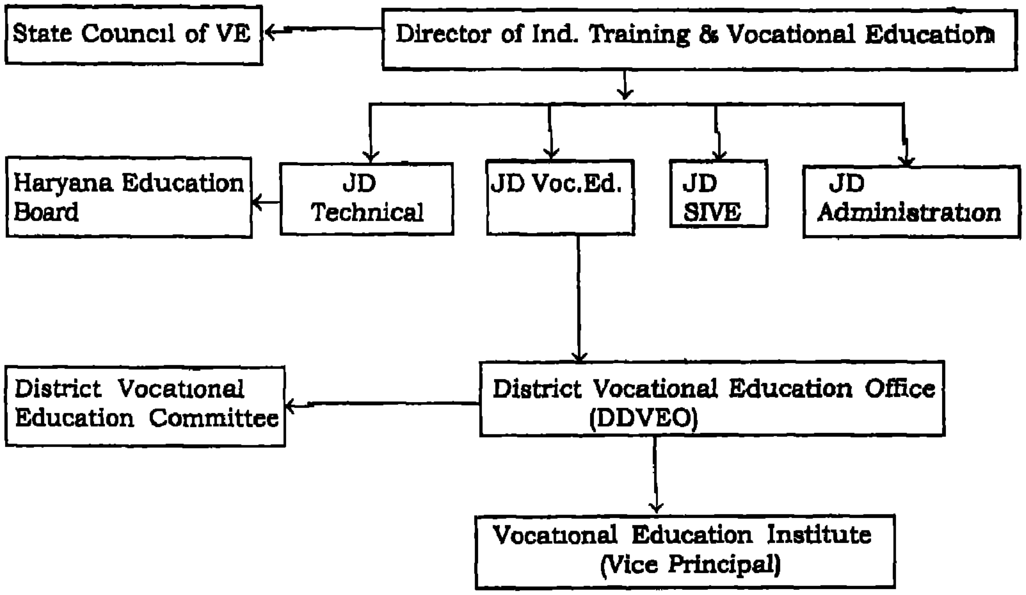
In order to provide academic and administrative support to any programme of education, it is very important that proper management structure is created. Vocationalisation of education is no exception to this. A proper management structure at the state, district and institution level is necessary for effective implementation of the programme of vocational education. The structure of management recommended nationally by PSSCIVE (NCERT) at different levels is as follows:

(a) *At the State Level* : creation of following three bodies/ has been envisaged at the state level.
  - Creation of State Council of Vocational Education (SCVE) with the Chief Minister or Education Minister of the state as the chairman and members drawn from wide range of institutions/ organisations, concerned government departments, NGOs, private sector organisations/ associations, other bodies concerned with vocational education and training and self employment and influential persons who can be effective in implementation of the programme.
  - Directorate of Vocational Education, to provide administrative support to the programme; and
  - State Institute of Vocational Education (SIVE) to provide academic support to the programme.

(b) *At the District Level* Creation of District Vocational Education Committees (DVEOs) for promotion of VEP and providing support in implementation of the programme in each district by maintaining links with the Directorate of Vocational Education, SIVE and other Governmental and non Governmental organisations in the district.

(c) *At the School Level* Creation of School Advisory Committee on Vocational Eduction (SACVE) for looking into all aspects of planning, coordination and implementation of the programme at the institution level.

**Fig 3.1 Management Structure of Vocational Education in the state of Haryana**


State Council of VE
Director of Ind. Training & Vocational Education
Haryana Education Board
JD Technical
JD Voc.Ed.
JD SIVE
JD Administration
District Vocational Education Committee
District Vocational Education Office (DDVEO)
Vocational Education Institute (Vice Principal)

### Position in the State

The position of the state in respect of creation of management structure has largely been found to be satisfactory.

The State Council of Vocational Education (SCVE) has long back been created. However, it had only four meetings in the years 1984,1985,1986 & 1988. For the last about 14 years, the SCVE has not met even once.

The responsibility for the implementation of VEP in the state of Haryana has been given to the erstwhile Directorate of Industrial Training, which was renamed as the Directorate of Industrial Training and Vocational Education. This is a unique situation, which is different from the one in the rest of the country, where mostly the vocational programme is being implemented through the Directorate of School Education. In fact this is a positive step, which has greatly helped in making the vocational programme popular amongst the people of the state. The programme of Vocational Education is being equated with the system of ITI, which has greater acceptability amongst the people - parents, employers and public in general. The VEIs in most places are being run from the same campus as that of an ITI. In fact at many places, the VEIs are being perceived as a 'mini ITIs. However, it is a matter of concern that there is no sharing of resources between ITIs and VEIs, in spite of being in the same campus.

At the District level, the post of Deputy District Vocational Education Officer (DDVEO) has been created to facilitate the implementation of VEP. As many as 8 DDVEOs have been appointed to look after 19 districts i.e. on an average 2-3 districts are being taken care of by each DDVEO. In terms of number of institutes, it comes to looking after about 14 vocational institutes by each DDVEO.

Recently, the Government of Haryana, through its order dated 3rd April 2001, has constituted a ten member District Vocational Education Committees under the Chairmanship of Additional Deputy Commissioner-Cum-CEO, DRD. The other members of the committee are Deputy District Vocational Education Officer (DDVEO); District Employment Officer; General Manager, District Industries Centre (DIC); President District Industries Association; Lead Bank Officer; President ITI at District head quarter; District Education Officer and Vice Principal of VEIs. The objective is to promote Vocational Education Programme and Craftsmen Training Scheme in the district by developing linkages with the industry.

This is a right step, which, if implemented properly, will go a long way in establishing the much needed linkages for effective implementation of the vocational programme.

However, the advisory committees at the institute level have not been created in the state.

### 3.4 Basis of Selection of Vocational Courses

To ensure that the vocational programme is need based, it is important that economic potential of an area (District) is analysed so that suitable vocational courses can be started. This will help in filling the gap in the demand and supply of manpower in the area. Vocational surveys can be an important method of identifying the need for vocational courses and the institutions for running these courses.

It was observed that lot of demand existed, particularly in the countryside, for number of vocational courses as the parents, passout students and others who were contacted during the course of the investigation expressed the need for starting/ restarting number of courses in their area.

When asked to specify the basis for starting a new vocational course in an institute, at most all the reporting vice principals stated that such courses were started on the basis of local demand of the area and analysis of the employment potential of the course.

During the course of the investigation, it was observed that in 19 of the 25 VEIs that were visited, some changes have been done in respect of the vocational courses offered in the last two years. In 5 of these institutions, one course mostly 'Office Secretaryship' (OSS) was started by closing down some of the Engineering based course like MREDA, Lineman or Auto technician. In the other 14 VEIs, one to three vocational courses have been closed down without replacing them with any other course though the demand for the course as expressed by parents and other people who met the team during the visit, and as confirmed by most of the Vice Principals was there; The main reason for this high rate of change has been reported to be the dire shortage of vocational instructors, which needs to be given immediate attention. Thus though the state has reported that the starting and closer of vocational courses is based on need analysis, it was observed that the frequent changes were being done due to shortage of vocational instructors.

## 3.5 Curriculum

The position of the state in respect of the curriculum structure and its transaction has been reported as follows:

### *3.5.1 Curriculum Structure*

**Table 3.10 Curriculum Structure of Vocational Courses in Haryana**

| S.N. | Subjects | Marks |
|---|---|---|
| 1. | Languages<br>Hindi<br>English | 200<br>(100)<br>(100) |
| 2. | General Foundation Course | 100 |
| 3. | Vocational Theory and Practice | 600 |
| | On-the-Job Training (OTJT) (Sessional Marks) | 100 |
| | Total | 1000 |

The curriculum structure as given in Table 3.10 reveals that 20% of the total weightage in terms of marks is being given to languages, 10% to General Foundation course, 60% to vocational theory and practice and 10% marks to 'On-the-job Training'.

This is by far in line with the curriculum structure suggested at the national level by PSSCIVE.

However, the real position with respect to OTJ training is far from satisfactory. As on the job training, in large number of courses is virtually nil, the marks assigned for the same are being given in the form of sessional marks, based on aspects like regularity, discipline, etc. The state may consider transfering this part of marks to vocational practice and ensure proper conduct and evaluation of the practicals in each vocation. It may also have a mechanism for the regular monitoring of the OTJ Training sites.

### *3.5.2 The Syllabus*

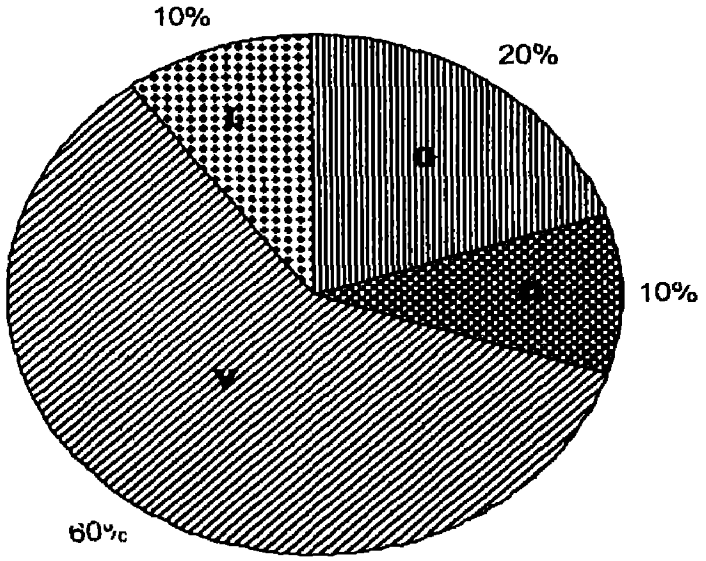
Of the 19 curricula running in the state 8 were developed by the state itself and 11 developed by PSSCIVE have been adopted.

As regards the teacher's perception about the syllabus, a vast majority of the responding teachers felt that the syllabus of their course need revision. The important suggestions given by them in this regard have been stated in Table 3.11.

**Table 3.11 Suggestions of Teachers Regarding Their Syllabus**

| S.N. | Suggestions |
|---|---|
| 1. | Syllabus needs revision to include latest concepts and delete irrelevant/ obsolete topics. |
| 2. | Teachers be given advanced training on latest developments in the field. |
| 3. | OTJ Training should be made compulsory |
| 4. | Theory component of the course be reduced so that greater emphasis can be placed on practicals |

# CURRICULUM STRUCTURE OF VOCATIONAL COURSES IN THE STATE



| | |
|---|---|
| L | Languages |
| G | General Foundation Course |
| V | Vocational Theory and Practical |
| O | On-the-Job Training(Sessional work) |

Fig. 3.3

It may be observed that most of the teachers wanted their syllabus to be revised to include or delete certain topics. They felt that the theory component be reduced so that greater emphasis can be placed on practicals. A large number of them suggested that vocational teachers be given advanced training on latest developments and practical aspects in their field. Another suggestions given by them was that on the job training be made compulsory

**Suggested Changes in Syllabus**

The responding teachers who suggested a revision of the syllabus, were requested to specify the topics which needs to be included or excluded from the current syllabus. The coursewise suggestions for inclusion/ exclusion of topics in the syllabus have been given in Table 3.12.

**Table 3.12 Coursewise Suggestion of Responding Teachers for Inclusion/ Deletion of Topics**

| S.N. | Course Name | Suggestions |
|---|---|---|
| 1. | MREDA | * Theory and Practical syllabus are not in sequence<br>* Should include chapters on:<br>- Illumination of lamps<br>- Air Conditioner and Refrigeration<br>- Inverters, fancy lights, concealed condute wiring<br>- Industrial wiring<br>* Should delete chapters on:<br>- Electric gas lighter, Diodes, Rectifier, Dish Washing Machine<br>- Chapters on Layout Diagrams/ Drawing |
| 2. | Boiler Attendent | * Should include high pressure boiler and power point |
| 3. | Office Secretaryship | * There is repetition of contents in all three papers<br>* At+1, should have chapter on office layout and at +2, Civil Services rules |
| 4. | Crop Production | * 70% of the syllabus is of B.Sc. (Hon) Agriculture Production level, should therefore be reducted.<br>* Greater emphasis be placed on practical training |
| 5. | Computer Technique | * The course should include DTP and internet<br>* Number of computers in the institute should increase |
| 6. | Furniture Making and Designing | * Should include portions on Plastic Furniture<br>* Should be made more practice oriented |
| 7. | CGDM | * The course should include Printing and Course Embroidery<br>* Greater provision for raw materials be made |
| 8 | Marketing & Salesmanship | * Export marketing paper has very high theory and practical content<br>* Include Book Keeping and Accounting<br>* Typewriting practical should include paragraph writing, tables |

| | | |
|---|---|---|
| 9. | Accounting and Auditing | * Include typing practice at +1 & computers at +2<br>* Include basic principles of business |
| 10. | Lineman | * Should include wiring - underground wiring, motor winding<br>* Electrowarks (Village Stabilisor, Invertor)<br>* Testing of Electrical Machine<br>* Railway Traction |
| 11. | RMPDF | * Should include Solar gadgets, Paddy Transplanter, Oil Expeller Machine, Zero Tillage Seed Drilling Machine<br>* Should delete: Animal Driven Machine; Fabrication work is in excess |
| 12. | Floriculture | * Curriculum should include Plant protection, Tissue culture<br>* Mushroom cultivation<br>* Process of beauty products - Rose water, Perfumes |
| 13. | English | * Chapter on Indian culture be included<br>* English be made more functional |

### 3.6 Instructional Materials

Adequate availability of instructional materials - text books, practical manuals, teacher guides etc. is an important prerequisite to the success of any educational programme. In the programme for providing skill based education and training, the role of such material become more important as the student trainees require proper instructions as to how to perform different activities relating to their vocation.

The position in the state of Haryana in respect of availability of text books, practical manuals etc. has been found to be far from satisfactory. The practical guides were generally not available. The text books, specifically developed for the vocational courses for most of the courses are not available. Most of the reporting teachers, students and parents were found to be concerned about the non availability of the instructional materials.

A large number of teachers and students reported that the text books and practical manuals in respect of their vocational course were either not available or were inadequately available. About 60 percent of the teachers reported the availability of text books to be inadequate and about 80% of them found the practical manuals to be inadequately available.

When asked as to how the teachers were managing their course without adequate instructional materials, almost all of them reported that they were doing so by preparing notes from reference books and/or using text books of the related fields.

It is strange that even after creating the necessary management structure by way of creation of State Institute of Vocational Education (SIVE), no attention has been paid to this important task of developing text books, teacher guides, practical manuals etc. for the vocational courses. The SIVE which was created in the 1989, started functioning in May 1994. At present, the SIVE has been put under the charge of one of the Joint Director, who in addition to this also has the charge of 'Training' and 'Administration'. The posts of Professor and other faculty in the vocational area has not been filled and the Joint Director incharge is busy with other administrative work.

Most of the budget of the SIVE was reported to be spent on training activities. Development work of the nature of text books, revision of curriculum etc has not been given much attention. This is a serious issue which needs immediate attention of the state. The SIVE should be strengthened and be made functional to provide adequate academic support to the programme of vocational education in the state.

## 3.7 Vocational Teachers

### 3.7.1 *The Status*

The position with regard to availability of teachers in the VEIs, has been given in Table 15 below:

**Table 3.13 Number of Teachers/ Instructors in VEIs**

| S.No. | Type of Teachers Instructors | Vocational | LT(E) | LT(H) | GFC | Total |
|---|---|---|---|---|---|---|
| 1. | Regular Basis | 264 | 52 | 59 | 64 | 439 |
| 2. | Adhoc Basis | 78 | 13 | 19 | 13 | 123 |
| 3. | 89 Days Basis | 39 | 13 | 12 | 13 | 77 |
| | Total Instructors | 381 | 78 | 90 | 90 | 639 |
| | No. of Vacant Posts | 400 | 38 | 26 | 26 | 490 |
| | Total No. of Instructors Sanctioned | 781 | 116 | 116 | 116 | 1129 |

It may be seen from the table that out of 1129 sanctioned posts, only 639 posts of instructors have been filled in the VEIs As many as 490 posts of instructors and teachers are lying vacant.

The norms adopted by the state of Haryana are that there would be one vocational instructor per vocational unit (section) and one teacher each for GFC, English and Hindi Languages in each VEI. These norms, by themselves are grossly inadequate for effective teaching-learning of vocational courses. These are far below the norms suggested at the national level by PSSCIVE (NCERT) of appointing one full time and one part time teacher (instructor) for each vocational unit or section

However, the actual availability of teachers in the VEIs is far away even from the norms set by the state government For example, in case of vocational instructors, out of the 781 sanctioned posts, only 381 have been filled Thus, the number of vacant posts are more than the posts that have been filled. Similarly large numbers of posts for the language teachers and GFC teachers are lying vacant.

Inadequate availability of teachers has been found to be one of the most important hindering factor in the effective implementation of VEP in the state of Haryana. It is an important factor requiring immediate attention of the authorities for the effective implementation of the vocational programme in the state All the stake holders of vocational programme contacted during the course of present investigation - teachers, principals, students, parents and passout students have mentioned lack of availability of adequate number of teachers as a hindering factor in the progress and growth of vocational education programme in the state.

That seems to be logical as no programme of education or training can be expected to yield results without the availability of adequate number of property trained teachers/ trainers. This non-availability of teachers is not only affecting the results but also the quality of education and training as well as the general atmosphere of the institutions. In large number of institutions visited by the team, it was found that same teacher was teaching theory as well as practicals and was responsible to take classes at two or more VEIs on different days of the month, so as to fill up the gap for the vacant positions. This way he/ she was neither able to do full justice to his parent institution nor to the institute where he/she was visiting for making 'stop gap' arrangement.

### 3.7.2 *The Salary Structure*

A peculiar situation exists about the pay scales of the teachers, instructors, vice principals and Deputy District Vocational Officers. As stated earlier, there are two types of teachers:

(i) Language & GFC teachers - those teaching English, Hindi, General Foundation Course
(ii) Vocational Instructors (teachers) - teaching vocational subjects.

The pay scale of these are given in Table 3.14 as follows:

**Table 3.14 Pay scale of Teachers & DDVEOs**

| S.No. | Post | Pay Scale |
|---|---|---|
| 1. | Vocational Instructor | 5,500 - 7,850 |
| 2. | Language/ GFC Teacher | 6,500 - 10,500 |
| 3. | Vice Principal | 6,500 - 10,500 |
| 4. | Deputy District Vocational Officer | 6,500 - 10,500 |

As given in table, the pay scales of language/ GFC teacher, vice principal and Deputy District vocational Offices is the same. The vice principal, who is head of VEIs, the DDVEO, who is the district level officer controlling number of VEIs in the district and the teachers of language and GFC represent three altogether different levels of job, which are surprisingly put under same pay scale. There is an amount of resentment amongst people on this count, which needs to be immediately looked into.

### *3.7.3 Educational Qualifications*

The educational qualification of responding teachers, as reported during the course of the investigation are as given in Table 3.15 as follows:

**Table 3.15 Educational Qualification of Teachers**

| S.N. | Qualification | Teachers | |
|---|---|---|---|
| | | Number | Percent |
| 1. | Post Graduate | 25 | 15 |
| 2. | Post Graduate + Diploma in a Vocational Area | 36 | 21 |
| 3. | Graduate + B.Ed. | 7 | 4 |
| 4. | Graduate + Diploma from Polytechnic/ ITI | 40 | 23.5 |
| *5. | Graduate | 11 | 6.5 |
| 6. | Senior Secondary + Diploma from Polytechnic | 12 | 7 |
| 7. | 10th + Diploma from ITI/ Polytechnic | 28 | 16.5 |
| 8. | ITI + CTI + TTI | 11 | 6.5 |
| | *Total* | *170* | *100* |

* *Includes one person Graduate in Engineering.*

It may be seen from the table that about 36 percent of the responding teachers were Post Graduates; another 34 percent, Graduates and the remaining 30 percent, Diploma holders after Senior Secondary or 10th Class.

The language and GFC teachers and instructors for 'Theory' and the vocational courses of Agriculture, Commerce and Home Science were found to be post graduates, while those teaching theory to Engineering based courses were generally diploma holders from the State Board of Technical Education.

As against this, the instructors for 'practicals' for most Engineering based courses were found to be Senior Secondary or Matric with National Apprenticeship Certificates in their trade, with a certain years of experience For other areas such as commerce and home science, the instructors for 'Practicals' were diploma holders from State Board of Technical Education, with certain numbers of experience in the field.

As regard the field of specialization and the courses handled, 55 (35.5 percent) of the responding teachers were from Engineering group, 48 (30 5 percent) from Commerce group, 38 (24 percent) from Languages and GFC and the remaining 15 (10 percent) from the Agriculture based course of Floriculture and Crop Production and Home Science based CGDM course and one respondent from the Visual Arts.

All the responding teachers/ instructors were working on full time basis. However, about one third (51/156) of the respondents were working on temporary basis and the rest of them, on regular/ permanent basis.

A vast majority of the responding teachers perceive that the students have good or very good interest in their vocational course because they are getting double benefit from the same. They can join wage or self employment and at the same time go for higher education, if they so desire

### *3.7.4 Teacher's Training*

In order to be effective, it is important for the teachers to continuously update their knowledge and skills in their vocational areas. Otherwise they would not be able to cope up with the fast changing socioeconomic and technical environment in the country It is, therefore, desirable that the vocational teachers are provided with frequent opportunities of refresher training.

PSSCIVE, on its part, is organising several short duration teachers training programmes of 3-4 weeks in different vocational areas every year But the number of people to be trained is so large that the state governments have to take up the primary responsibility of continuously updating their teachers.

The position of the state, as found during the course of the present investigation is such that abut 42 percent (72/156) of the responding teachers reported to have ever taken part in a vocational training programme in their career. These teachers reported to have participated either in a programme organised by PSSCIVE or SIVE Haryana. The duration of such programmes ranged between 2 to 10 days.

It may, however, be noted that there is need to cover all the vocational teachers/ instructors. The frequency of the programmes has, therefore, to be increased. Efforts should be made to cover all teachers once in every three to four years. The SIVE will have to be activised and enriched with human and other resources so that it can take up the job properly.

### 3.8 Infrastructural Facilities

The need for proper infrastructural facilities such as class room, worksheds, laboratories, equipments, tools, raw material and library can not be overstated. No programme of education or training can be effectively implemented without the basic facilities. For example, practical training can not be provided to the students without having a proper laboratory or having adequate tools and equipments or even without the necessary raw materials. The centrally sponsored scheme, therefore, made a provision for providing financial support to the states and UTs in respect of building proper infrastructure for implementing the vocational education programme Money was provided to the states for building of workshops as well as for the purchase of tools and equipments.

In order to have a fair idea about the availability of infrastructural facilities in the sample organisations, views of the Vice Principals, Instructors/ Teachers as well as those of the responding students were taken. The picture that emerged has been reported as below:

Let us first take into account the views expressed by the Vice Principals of the VEIs. The perceptions of the responding vice principals are reported in Table 3.16 as below:

**Table 3.16 Adequacy of Infrastructural Facilities in Sample Organisations, as perceived by the Vice Principals**

| S.No. | The Facilities | Percent of Respondents | | |
|---|---|---|---|---|
| | | Adequate | Average | Below Average |
| 1. | Teaching Staff | 16 | 64 | 20 |
| 2. | Supporting Staff | 56 | 28 | 16 |
| 3. | Workshop/s Laboratories | 28 | 36 | 36 |
| 4. | Library | 36 | 28 | 36 |
| 5. | Class Room | 72 | 24 | 4 |
| 6. | Vocational Guidance and Counselling | 36 | 32 | 32 |

It may be seen from the Table that except for 'Class room' and 'Supporting Staff' the adequacy of all other facilities were found to be average or below average.

As regards the views of the students and teachers in these regard, a look at Table 3.17 and Table 3.18 shows that these are similar to the one expressed by the principals. The details about the facilities are given as follows:

**Table 3.17 Student's Perceptions About Adequacy of Infrastructural Facilities in the VEIs**

| S.No. | Facilities | Adequate | Average | Below Average |
|---|---|---|---|---|
| 1. | Workshop | 23 | 16 | 61 |
| 2. | Vocational books in Institute's library | 9 | 39 | 52 |
| 3. | Vocational Teachers/ Instructors | 20 | 23 | 57 |
| 4. | Equipments related to course | 16 | 24 | 60 |
| 5. | Tools for undertaking practical work | 23 | 18.5 | 58.5 |
| 6. | Raw materials | 17 | 20 | 63 |

The perceptions of the teachers in respect of these facilities are given in Table 3.18 as below.

**Table 3.18 Teacher's Perception about Adequacy of Infrastructural facilities in VEIs.**

| S.No. | Facilities | Inadequate | Adequate |
|---|---|---|---|
| 1. | Teaching Staff | 64 | 36 |
| 2. | Supporting Staff | 47 | 53 |
| 3. | Laboratory | 52 | 48 |
| 4. | Library | 68 | 32 |
| 5. | Class Room | 19.5 | 80.5 |
| 6. | Guidance & Counselling | 52 | 48 |

### *(a) Teaching Staff*

Inadequacy of teaching staff is one of the most urgent issues requiring attention of the Government. This fact has been viewed by all the stake holders - students, vice - principals and teachers. Only 16 percent of the vice principals, 20 percent of the student and 36 percent of the responding teachers rated the availability of teaching staff to be adequate. The rest found it to be average or below average or inadequate. Many of the parents whom the team members met expressed concern about the inadequacy of teachers. In most of the institutions, it was found that no separate instructor was available for vocational theory and vocational practicals

### *(b) Supporting Staff*

The position in respect of availability of supporting staff was on an average found to be satisfactory. 56 percent of the responding vice principals found the availability of supporting staff to be adequate; another 28 percent found it to be average and the remaining 16 percent, below average. The views of the teachers are similar to that of the vice principals in this regard. About 53 percent of the responding teachers found the availability of supporting staff to be adequate while the remaining 47 percent viewed it to be inadequate.

This shows that there seem to be scope for improvement in this regard.

### *(c) Workshop*

As regards workshop for vocational courses, it was generally found that no separate room was given for operating workshop, for most of the courses.

The theory and practical classes were therefore being held in the same room. This was causing great problems. The practical training in many courses, therefore, was immensely inadequate

It was observed that in most of the VEIs, the workshops were good for one or two courses, out of the 5-6 courses run by each VEI.

When asked about their views, only 28 percent of the vice principals stated the workshop facilities to be adequate. The remaining 72 percent felt the same to be average or below average. Similarly the percent of teachers who viewed the workshop facilities to be adequate was 32 only.

### *(d) Library*

The position in respect of books in the library of the VEIs was far from satisfactory. No specific grant was given to the VEIs for the purchase of books related to vocational courses. Some books can be purchased from the general fund of the institute But the Heads of the institutes, i.e. vice principals were not authorised to make purchases for more than Rs 60, without taking permission from the seniors - DDVEOs and others.

Thus the position of the library in most of the institutions was not very encouraging. Some of the vice principals have taken initiative to get donations from organisations such as Rotary club (e.g. VEI Yamuna nagar) for the purchase of books for the library. But the general position in most of the institutions is not satisfactory.

Only 9 percent of the students, 32 percent of the teachers and 36 percent of the vice principals were satisfied with the adequacy of books related to vocational courses in their library.

### (e) Class Room

As regards the class rooms for teaching of theory, the position in the reporting institution was generally found to be satisfactory. About 72 percent of the vice principals and over 80 percent of the students found the class room facilities to be adequate. But it was found that the theory and practical classes were being held in the same room as there was no separate room available for establishing laboratory or workshop for practicals.

### *(f) Vocational Guidance and Counselling*

In respect of Vocational Guidance and Counselling, 36 percent of the vice principals and 48 percent of the teachers reported the facilities to be adequate. The position on the ground, however, was found to be little different. Most of the work relating to counselling the students (what course should be selected and the career prospects of the course, etc.) was being done by the vice principals or vocational instructors at informal level. There was no trained teacher in Guidance and Counselling and therefore no systematic effort to counsel the students.

Most of the institutions were, however, organising motivational camps at the time of admissions wherein experts from banks, DSIDC, Employment officers, NGOs and others were invited to talk to the students about different aspects of the vocational programme. This is a good step which needs to be encouraged.

### *(g) Raw Materials*

A rather strange position was observed in respect of funds for purchase of raw materials for the conduct of practicals. Each institute was being paid Rs.25/- per student for purchase of raw material. This amount was reported to be grossly inadequate for conducting sufficient number of practicals throughout the year. As a result, the students were suffering as they were not able to conduct the practicals in the institutes, to learn skills relating to their trade. For example in one of the institute visited by the team (Dighot) which was running Repair of Two & Three Wheeler course, it was reported that there were two engines but no sufficient petrol to run them.

The situation arised because of a peculiar order of the Government. All the electricity bills of the VEIs were being paid from the Raw-Materials grant. This leaves virtually no amount for the purchase of raw materials. The situation need to be immediately rectified.

### *(h) Tools and Equipment*

The position in respect of tools and equipments, which are so important for the conduct of practicals, was found to partially satisfactory. In most of the institutions, out of four to five courses that were being run, the availability of tools and equipments was found to be satisfactory only for one or two courses. For other courses, it was found to be at below satisfactory level. This fact was also reflected in the responses of the students. About 57 percent of the students viewed the availability of equipments to be 'Below average', another 24 percent, 'Average' and the percent of students who found the equipments to be adequate was 16 only.

In respect of the tools, the position was not much different. About 58 percent students rated the availability of tools in their workshop, to be 'Below average'; another 18 percent found the availability to be 'Average' and the percent of students who reported the tools to be adequate was 23 only.

The available equipments in many institutions were very old and needed to be replaced Thus, in a nutshell, the tools and equipments were inadequate, old and there was a problem of their maintenance as no grant was specifically given to the vocational institutions for the maintenance of the equipments.

Thus, in general, it may be stated that there is a great need to improve the availability of infrastructural facilities in the VEIs. The state may plan for making available the resources to strengthen the infrastructural facilities. The support of community may be taken in this regard by way of accepting donation in kind such as books, equipments etc.

## 3.9 Collaborative Arrangements

Vocational education programme is peculiar in respect of emphasis placed on developing job related practical skills. This requires creation of huge infrastructure by way of workshops, modern machinery, tools, etc. In order to economise on the resources, a collaborative approach is suggested wherein the resources of the community are used for the implementation of the programme. The cooperation of industry, which is one of the ultimate beneficiary of the vocational programme, is important Such cooperation is desired at different stages - at the time of development of the curriculum; implementation of the curriculum (by way of field visit, expert lectures, demonstrations and sharing of experiences), use of infrastructural facilities (by way of on the job training and Apprenticeship Training) and use of expertise in the evaluation of students.

The position in respect of collaborative arrangements was not found to be upto the desired level. Though the curriculum structure adopted by the state provides for putting 10 percent weightage in marks to 'On the job training', the position at the ground level is quite different.

On the Job Training is virtually non existent in most of the courses. The reasons cited for the same include lack of cooperation from industry, overburdening of teachers (because half of the sanctioned posts are lying vacant) lack of funds and clear-cut instructions from office of the Directorate for meeting conveyance expenses and ineffective linkages with industry and other departments. As a result the marks reserved for 'On the Job Training' have been converted to 'Sessional Marks' which are given on the basis of such criteria as attendance, discipline, etc.

The position in respect of organising field trips is relatively better. Occasionally, the students being taken for a visit to some industrial or commercial unit, to observe the actual working of the unit. Some vice principals and teachers are taking more initiative in organising such trips than the others.

As regards Apprenticeship Training, about 15 percent of the passouts were actually being provided with a seat in an industrial unit. The number of students desiring to undergo such training, however, was much higher. The institutions were not able to arrange Apprenticeship seats for all desirous students because of many factors such as location of Regional Apprenticeship Advisor's office at far of place (Kanpur); Delays in the notification of seats; Problems in location of seats and non cooperation from the industry. Apart from, that some of the courses offered by the state (Boiler Attendant, Lineman) were not covered under the Apprenticeship Act.

Views of the teachers and instructors on the adequacy of collaborative arrangements was taken. These are reported in the Table 19.

**Table 3.19 Teacher's Perceptions about Adequacy of Collaborative Arrangements in their Institution**

| S.No. | Collaboration | Percent of Teachers Reporting | | | |
|---|---|---|---|---|---|
| | | Very Good | Good | To some Extent | Not Good |
| 1. | Association of Experts from Industry for Guest Lectures | 36 | 16 | 16 | 32 |
| 2. | Field Visits | 53 | 24 | 7 | 16 |
| 3. | Apprenticeship Training | 53 | 15 | 12 | 20 |

A look at the facts provided in the table show that the teacher's perception was generally good in respect of the facilities for Field Visits and Apprenticeship Training. As against this, the association of industry experts as guest faculty was not perceived to be very satisfactory.

The problems cited by the teachers, affecting the effectiveness of the collaborative arrangements are given in Table 20 as follows:

**Table 3.20 Problems faced by Teachers in Establishing Effective Collaborations with the Industry**

| S.No. | Problem Areas |
|---|---|
| 1. | Lack of industry in the nearby area |
| 2. | Lack of cooperation from industrial units |
| 3. | No extra financial incentives to teachers |
| 4. | More weightage is given to a ITI students in allocation of seats by the industry |
| 5. | No funds for teachers, to meet their Traveling Expenses for visiting industry |
| 6. | VEIs not being recognised by industry - lack of awareness about vocational courses |
| 7. | Teachers overburdened with teaching work, have no time for visiting industry |
| 8. | Delays in payment of stipend by BOAT |
| 9. | Some courses not covered under the Apprenticeship Act. |

The vice principals indicated following additional problems in arranging apprenticeship training for all the students who want to get such training:

- Some government departments are not able to pay their share of stipend as there is no provision of money in their budget, for such payment.
- Lack of staff and funds in the institutions for survey work.

The suggestions received to improve the situation are as follows:

(i) Appointment of additional staff (say Apprenticeship instructor) for taking care of work relating to Apprenticeship.

(ii) Board of Apprenticeship Training (BOAT) should ensure speedier despatch of certificates and the stipend money.

(iii) Proper instructions may be issued to all Government departments to cooperate

(iv) All courses should be covered under the Apprenticeship Act.

(v) Timely notification of seats by BOAT

### 3.10Production cum Training Centre

The concept of Production cum Training Centre is the extension of the concept of 'Earn while you learn'. The concept is particularly useful in vocational education as the opportunities of mastering the vocational skills can be created with in the institute's premises, by using the infrastructure for providing services or producing products on a semi commercial basis The concept provides for sharing of profits by the teacher, student and the Institution. It provides the opportunity of acquiring marketable skills to the students.

Almost all the reporting students (147/156) and a vast majority of the responding teachers (76.5 percent) agreed with the need for starting a Production-cum-Training Centre in their institution. About 60 percent of the teachers stated that they are willing to cooperate in the management and operation of the Production-cum-Training centre in their institute.

The teachers were willing to give extra time for running the PTCs. They felt that the PTCs will not only provide better skill training to the students but also will provide them with opportunities to earn extra money.

### 3.11Evaluation & Examination

The vocational students need to be evaluated differently than the general students as the vocational programme puts in greater emphasis on the development of skills. The evaluation of skills should be a continuous activity, involving not only the teachers but also the collaborating agencies and the field experts. The competencies to perform the defined tasks need to be evaluated in an objective way.

In view of the task involved, the work of evaluating vocational students may be assigned to a separate Board of Vocational Education Also the certificates issued to the vocational students should indicate the level of competencies developed during the course so that the acceptability of the students amongst the employers can be increased.

In the state of Haryana, though the programme of vocational education is run by the Directorate of Industrial Training and Vocational Education, the examination and certification is done by the State Board of Secondary Education, located at Bhiwani. The Board has not created any separate wing for the examination of vocational students

The officials of the Board whom the team met were well conversant with the special requirements of the vocational programme in respect of the practical examination, certification, etc. but have not been able to do much in this regard. The number of students in vocational courses is only a small portion of the total number of students appearing in the Senior Secondary Examination, to which the Board is catering.

#### *Suggestions for Improvement*

Many of the responding teachers were not satisfied with the evaluation system adopted for the vocational students. They pointed towards various limitations in the present system. When asked to make suggestions for improvement in the system, they made many points, which are reported in Table 3.21 as below:

**Table 3.21 Teachers Suggestion for Improvement of Evaluation System**

| S.No. | Suggestions |
|---|---|
| 1. | The Evaluation procedure in respect of practicals should be changed. A continuous comprehensive system of evaluation should be started. |
| 2 | There should be Board Examination for Class XI too |
| 3. | The criteria for declaring the students successful in examination should be changed. |
| 4. | A separate wing should be created in the Haryana Board to look after evaluation of vocational students |
| 5. | There should be some evaluation of the students after completion of the Apprenticeship Training. |

It may be noted that various suggestions have been given by the reporting teachers, ranging from adoption of a comprehensive system of evaluation for practicals to having a separate Board for evaluation of the performance of the vocational students.

## 3.12 Students Profile

In order to focus strategies for the effective implementation of the vocational education programme, information about the socioeconomic background of the students as well as their perception on various aspects of the programme were taken These are reported as follows:

### *3.12.1 Age*

Information about the Age of the vocational students who were contacted during the course of the present investigation has been given in the following table:

**Table 3.22 Age group of responding students**

| S.No. | Age Group | Students | |
|---|---|---|---|
| | | Number | Percent |
| 1. | 15 years | 22 | 6.5 |
| 2. | 16 years | 86 | 25 |
| 3. | 17 years | 130 | 38 |
| 4. | 18 years | 72 | 21 |
| 5. | More than 18 years | 32 | 9.5 |
| | Total | 342 | 100 |

It may be observed that a vast majority (over 90 percent) of the students belong to the age group of 15 to 18 years.

### *3.12.2 Sex Group*

As regard the sex group of the reporting students, it was found that 82 percent (279/337) of the respondents were male and the remaining 18 percent, female. This percentage of the sex group of the students is very much in line with the overall percentage of female students in the total number of vocational students in the state. The sample of students is, therefore, representative of the overall sex ratio of the male and female vocational students in the state.

Approximately one fourth of the responding students were from Class XI and the other three fourth, from Class XII.

### *3.12.3 Distance From School*

Information about the distance of VEIs from the residence of the students is given in table 3.23 as follows:

**Table 3.23 Information about the distance of VEIs from the residence of the students**

| S.No. | Distance | Students | |
|---|---|---|---|
| | | Number | Percent |
| 1. | upto 1 km | 79 | 21.7 |
| 2. | upto 2 kms | 34 | 9.3 |
| 3. | More than 2 kms (upto 20-30 kms) | 250 | 69 |
| | Total | 363 | 100 |

It may be noted that in respect of (69 percent of the student, the distance of VEIs from their place of residence was more than 2 kms (which goes upto 20 to 30 kms). Only about one third of the respondents reported their institution to be within two km from their residence. Thus, most of the students were coming from greater distances.

# AGE GROUP OF RESPONDING STUDENTS

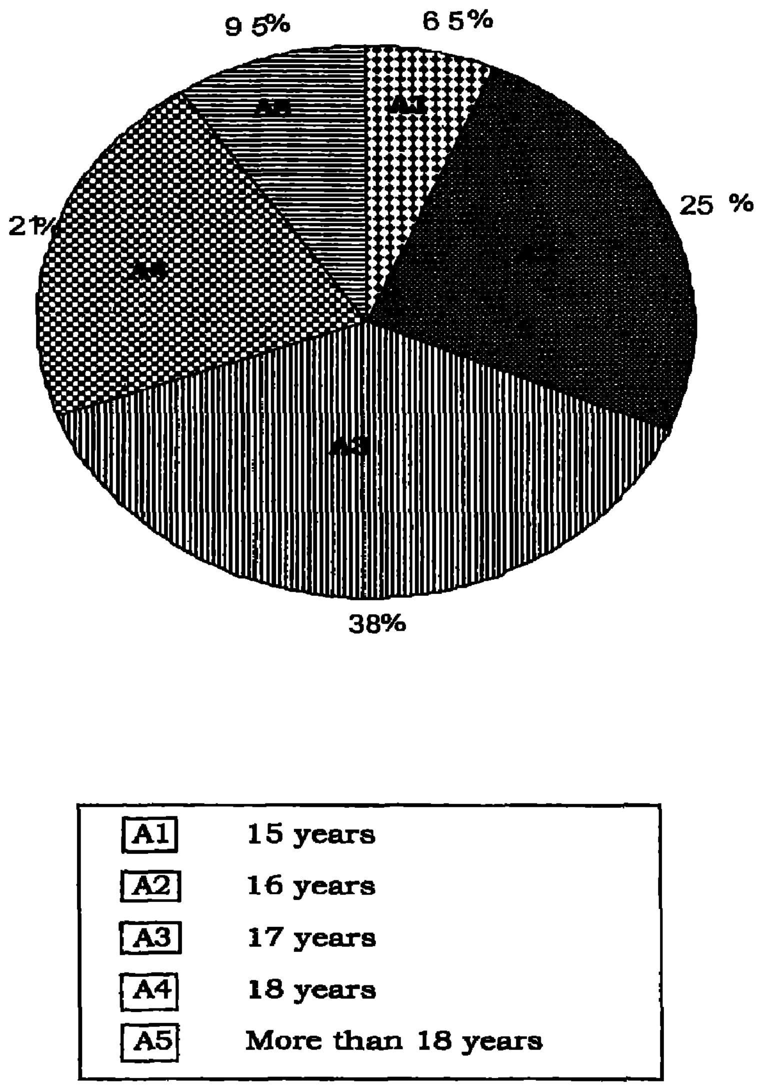


Fig. 3.4

## DISTANCE OF VEIs FROM RESIDENCE OF STUDENTS

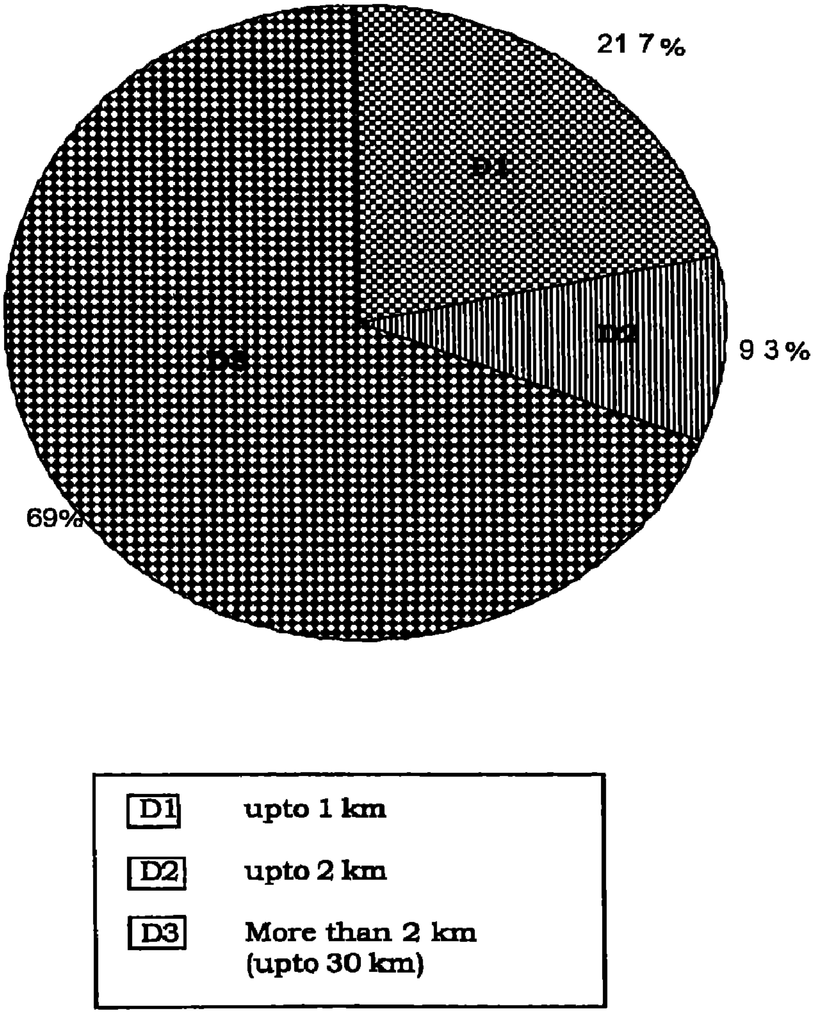


Fig. 3.5

It may, therefore, be stated that the VEIs in the state were catering to a larger geographical area. In the urban areas the institutions were located nearer to the residence of the students. But the distances were greater in respect of institutions located in semi-urban or rural areas.

### *3.12.4 Nature of VEIs*

All the VEIs in the state were coeducational, where both boys and girls were allowed to take admission. Thus, there were no separate institutions for girls.

Another feature of the Vocational Education Programme in Haryana is that all the vocational institutions were run by the Government. The private initiative has either not come up or has not been properly tapped by the Government.

However, the community has participated in a big way in the implementation of the programme.

**Table 3.24 Vocational Institutions in Haryana - by Type of Building**

| S.No. | Type of Building | Number | Percent |
|---|---|---|---|
| 1. | Government Building | 40 | 35 |
| 2. | Rented Building (Govt.) | 11 | 9 |
| 3. | Building donated by Panchayat; | 65 | 56 |
| | Total | 116 | 100 |

As per the information available, of the 116 institutions, as many 65 buildings were gifted by the village Panchayats, 40 institutions were running from the Government building and 11 from rented buildings. In some places visited by the team, the Panchayats were willing to even pay for the salary of the teachers, provided a particular course was allotted to their institution.

### *3.12.5 Status of Parents*

(a) Educational Qualifications

In respect of the educational background of parents/ guardian of the students, the information gathered has been summarised in Table 3.25 as follows.

**Table 3.25 Educational Qualification of Parents**

| S.No. | Educational Qualification | Parents/ Guardians | |
|---|---|---|---|
| | | Number | Percent |
| 1. | No Formal Education | 72 | 20.5 |
| 2. | upto Primary Class | 32 | 9 |
| 3. | upto Middle Class | 83 | 23.5 |
| 4. | upto Senior Secondary | 124 | 35.5 |
| 5. | Graduation | 31 | 9 |
| 6. | Post Graduate | 9 | 2.5 |
| | Number of Respondents | 351 | 100 |

It may be seen from the table that parents of majority of the students (52.5 percent) were either having no formal education (illiterate) or were educated upto middle class only. In other 35 percent cases, the qualification of the parents was Senior Secondary. Only in about 11 percent cases the parents were graduates or post graduates. In other words most of the students were coming from families with no or little formal education. In many cases they were the first generation learners.

# EDUCATIONAL QUALIFICATION OF PARENTS

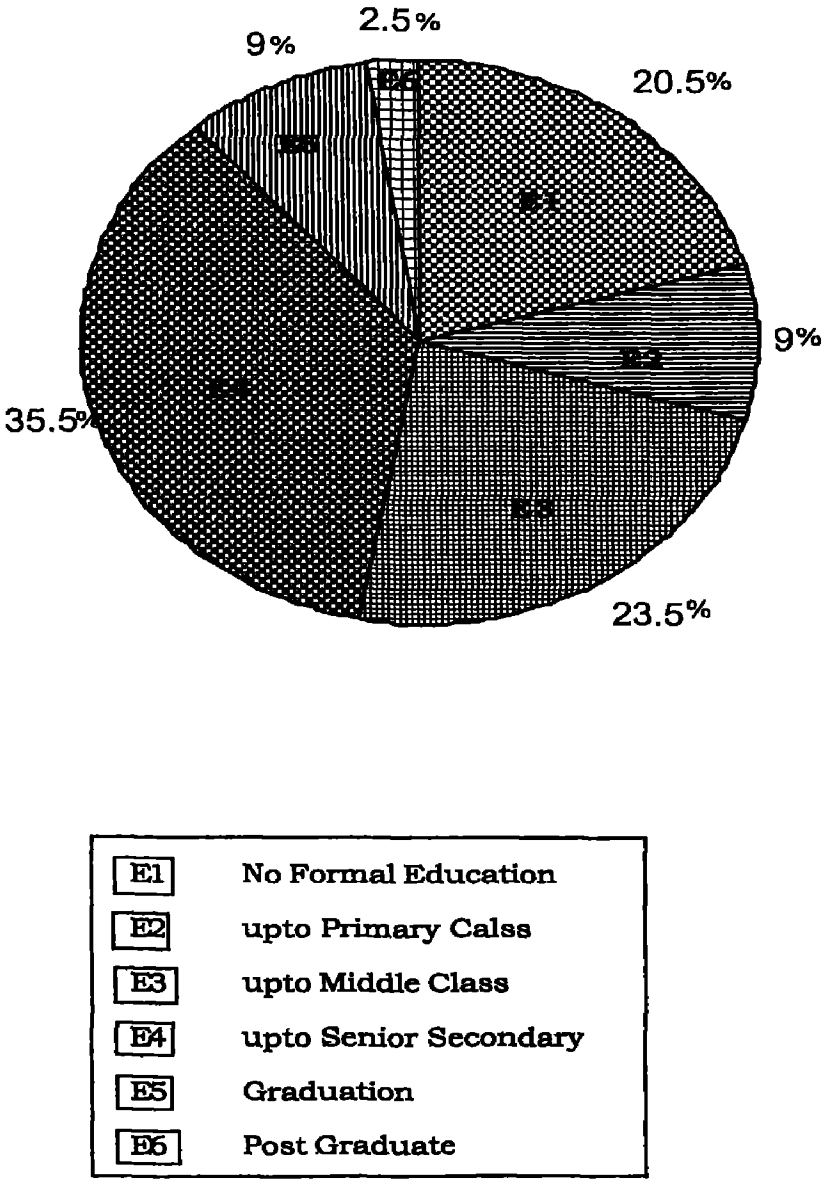


Fig. 3.6

(b) Occupation of Parents

**Table 3.26 Occupational Structure of the Parents of Vocational Students**

| S. No. | Occupation | Number | Percent |
|---|---|---|---|
| 1. | Service | 127 | 38 |
| 2. | Agriculture | 116 | 34 |
| 3. | Own shop/business | 94 | 28 |
| | Number of Respondents | 337 | 100 |

It may be seen that 38 percent of the vocational students belong to service class families; another 34 percent, to agricultural families and the remaining 28 percent, to business class families. This shows that the vocational students represent families from a cross section of occupations.

(c) Income Group

The information regarding family income of the vocational students is given in table 3.27 below.

**Table 3.27 Monthly Family Income of the Students**

| S No. | Income Group (Rupees) | Number | Percent |
|---|---|---|---|
| 1 | upto 2000/- | 190 | 56 |
| 2. | 2100 - 4000 | 62 | 18 |
| 3. | 4100 - 6000 | 26 | 8 |
| 4. | 6100 - 8000 | 50 | 14.5 |
| 5. | More than 8000 | 13 | 3.5 |
| | Number of Respondents | 341 | 100 |

It may be noted that in majority of the cases, the average monthly family income was reported to be upto Rs.2000/-. In about three fourth of the cases the family income was Rs.4000/- or less In only one fourth of the cases, the income was reported to be more than 4000/- rupees per month. This shows that most of the students doing vocational courses belonged to lower income group of families.

### *3.12.6 Category of Students*

The responses of the students in respect of category to which they belong are as follows:

**Table 3.28 Category of students**

| S.No. | Category | Students | |
|---|---|---|---|
| | | Number | Percent |
| 1. | General Category | 206 | 59 |
| 2. | Schedule Caste | 59 | 17 |
| 3. | Schedule Tribe | 19 | 5 |
| 4. | Other Backward Class | 67 | 19 |
| | Total | 351 | 100 |

It may be seen from the table that majority of the vocational students belonged to the 'General Category' of population. The percentage of OBC and SC students was 19 and 17 only. The other 5 percent of the students belonged to the ST class.

Thus the sample students were representative of all the social categories of the population of the state.

# OCCUPATIONAL STRUCTURE OF THE PARENTS OF VOCATIONAL STUDENTS

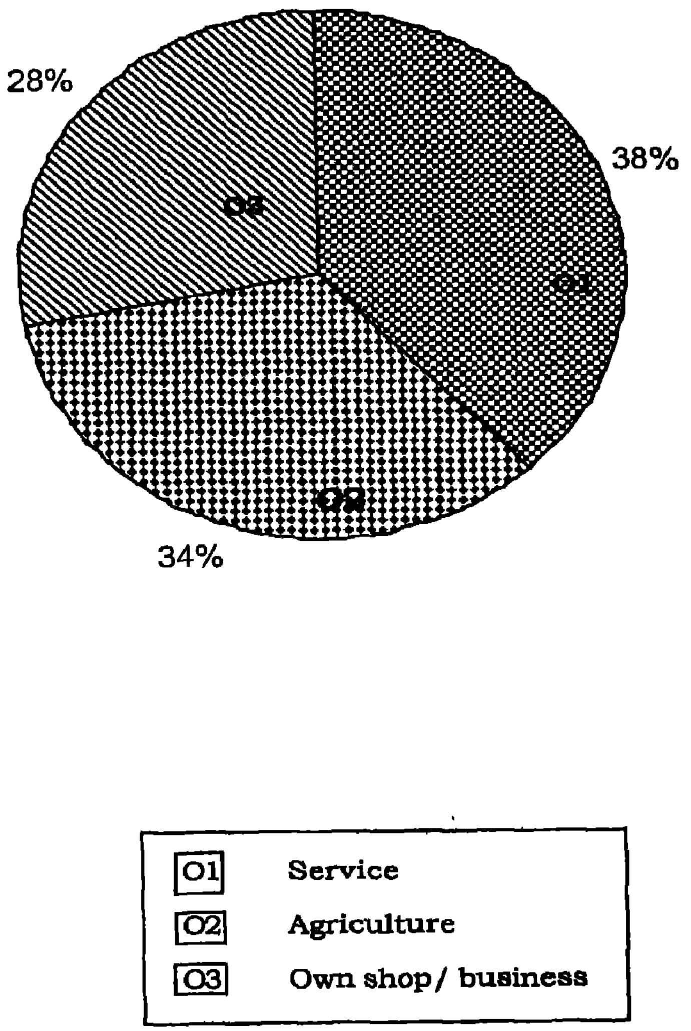


Fig. 3.7

## MONTHLY FAMILY INCOME OF THE STUDENTS

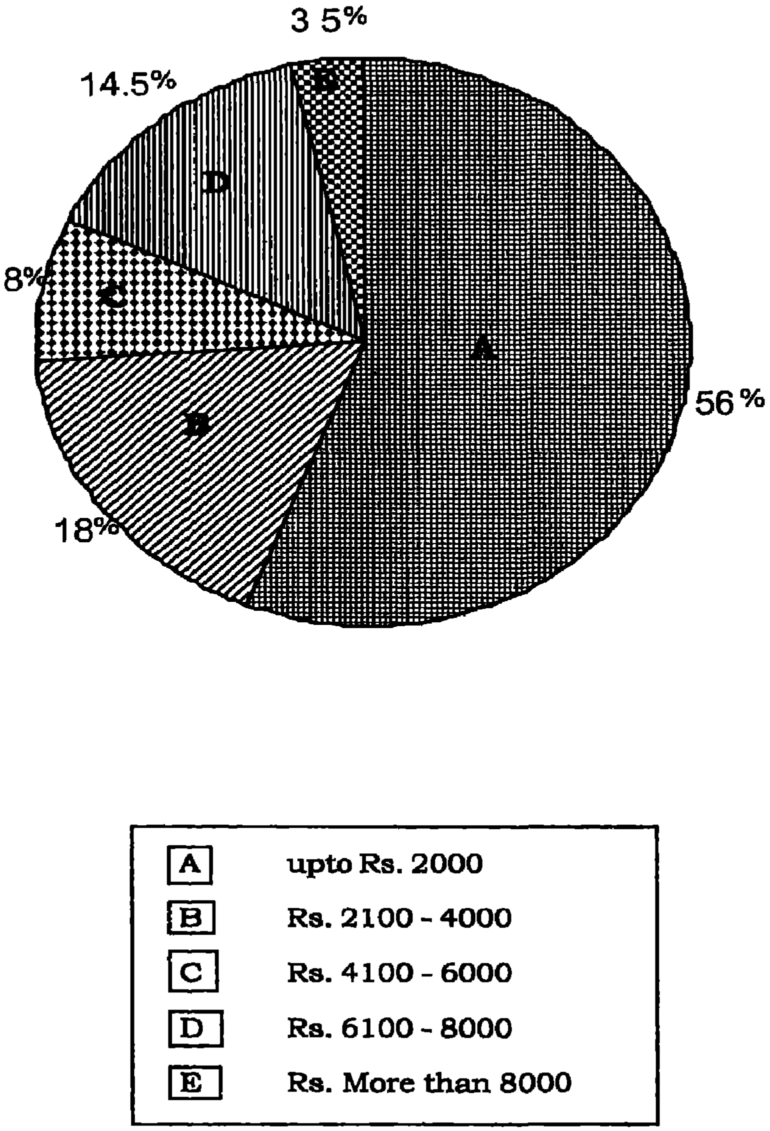


Fig. 3.8

## CATEGORY OF STUDENTS

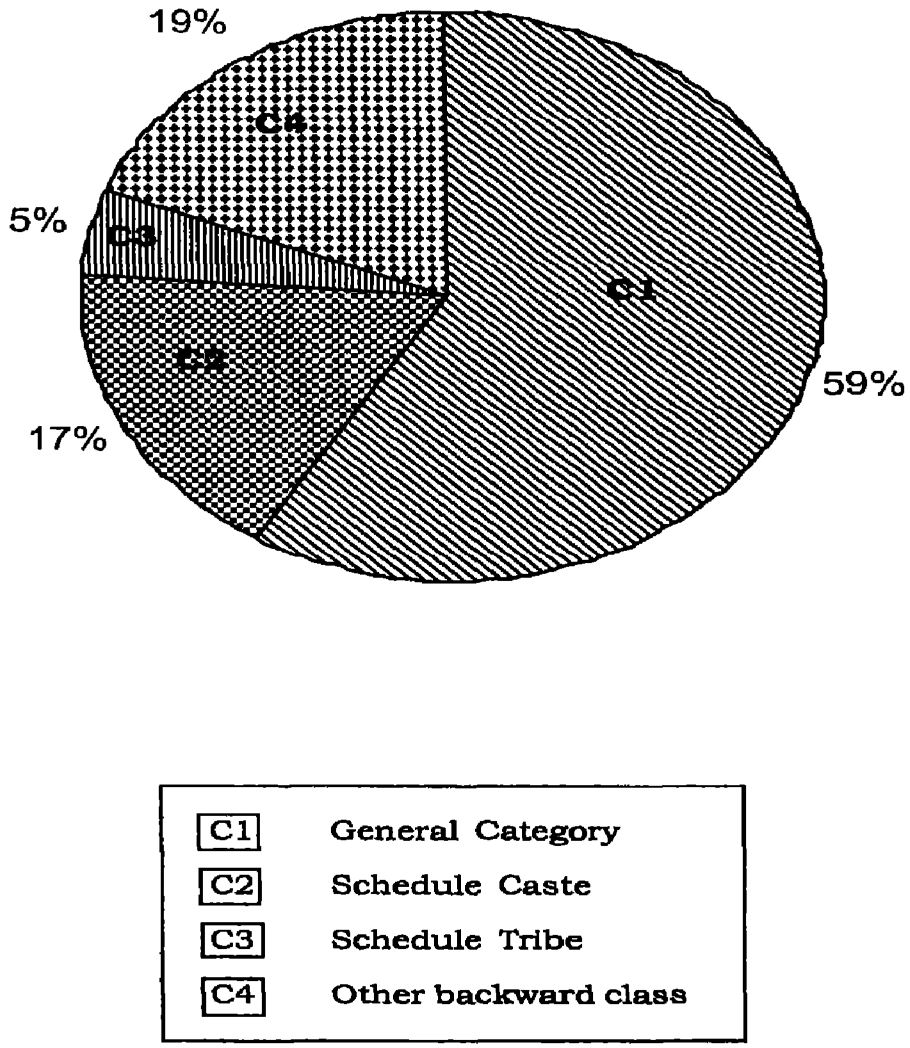


Fig. 3.9

### *3.12.7 Reasons for Joining Vocational Course*

There may be different motivations of people for joining the vocational courses. The reasons accepted by the reporting students for joining vocational programme are given in Table 3.29 as follows:

**Table 3.29 Reason for the students joining vocational courses in the state..**

| S.No. | The Reason | Students | |
|---|---|---|---|
| | | Number | Percentage |
| 1. | Suggested by Parents/Teachers/Friends | 74 | 36.5 |
| 2. | Better Scope for Self Employment | 85 | 42 |
| 3. | To get early job to support my family | 27 | 13 |
| 4. | Other Reasons<br>* I could not get admission elsewhere<br>* Inadequate Financial Support from family<br>* I was not interested in academic education | 17 | 8.5 |
| | Total | 203 | 100 |

It may be observed from the information given in table 3.29 that the most common reason accepted by the students for joining the vocational courses, in their order were having 'Better scope for Self Employment' followed by 'Advised by, parents/ teachers/ friends' and then was to 'get early job'. Other reasons given include 'I could not get admission elsewhere', 'Inadequate financial support from family' and' I was not interested in academic courses'.

When asked what would they like to do after completing their vocational course, most students reported to be wanting to do own business or join job somewhere. The responses of the students in this regard are given in Table 3.30 as below:

**Table 3.30 Preferences of the students after completion of vocational course**

| S. No. | The Option | Students | |
|---|---|---|---|
| | | Number | Percent |
| 1. | Join Service | 45 | 27 |
| 2. | Start Own Business | 62 | 38 |
| 3. | Take Admission in Higher Studies | 57 | 35 |
| | Total | 164 | 100 |

It may be noted that about 65 percent of the students wanted to start their own business or join service. The number of students wanting to take admission to higher studies was 35 percent only.

### 3.13 Student's Perceptions About Their Course

In order to know about what do the students feel about their vocational courses, the responding students were asked to give their views on different aspects. Their views were collected on a four point scale, ranging from 1) Non existent, 2) Very little, 3) To some extent, and 4) To great extent. The average score of the students in respect of different aspects is given in Table 3.31 as follows:

**Table 3.31 Average score (on a four point scale) of Student's perception about their vocational courses**

| S.No. | The Aspect | Average Score on four point scale |
|---|---|---|
| 1. | Relevance to job opportunities | 3 26 |
| 2. | Fulfillment & requirement for practical training | 3.02 |
| 3. | Proper instructions in class | 3.36 |
| 4. | Linkage with industry for practical work | 2.17 |
| 5. | Time management in VEIs | 2.73 |

It may be noted that the students in general found their vocational courses to be relevant to the job opportunities in their vocational area and believed these to be fulfilling the practical requirements of the specified occupation. They also found the instructions in the class to be proper. However, they don't seem to be satisfied with the time management by the institutions and linkages developed with the industry.

Almost all the students believed that their decision to take admission in vocational course was right.

Over 93 percent of the reporting students informed that they would advise other students, friends and relatives to take up the vocational course done by them.

Thus, in general, the vocational students were having positive attitude about their course and were ready to advise others to join such course. This is a reflection of the general level of satisfaction of the responding students about the vocational education programme in the state.

### 3.14 Popularisation of Vocational Courses

In order to increase the acceptability of vocational courses in the state, it is important that a systematic effort is made to inform the people about the courses and persuade them to come forward to take up such courses. Such an effort is also needed at the employers front. As it is a relatively new programme, many employers do not know about the courses and how these are beneficial to them. Thus, apart from stressing on the quality of vocational passouts, an all-out effort is needed to popularise the programme so that its acceptability amongst the students, the employers and the society at large is increased.

There is a certain degree of awareness amongst the students and parents about the vocational education programme As the programme is being run by the Directorate of Industrial Training, the vocational institutions are being perceived by some people as 'Mini ITIs'. For example when asked about the course, one parent told that his son is doing 'vocational course from ITI' (ITI SE VOCATIONAL KAR RAHA HAI). Thus there is a degree of awareness amongst the people. However serious efforts are needed to increase the acceptability of the programme amongst the employers.

The efforts done by vice principals to popularise the vocational courses are listed in the following table.

**Table 3.32 Efforts by VEIs for Popularisation of courses**

| S. No. | Methods of Popularisation |
|---|---|
| 1. | Advertisements in news papers, cable TV & Distribution of pamphlets |
| 2. | Organisation of Motivational Camps |
| 3. | Announcement in secondary schools & nearby villages,through teachers and students |
| 4. | Announcements in villages through Drumbeat |
| 5 | Meetings with members of Panchayats and other opinion leaders |
| 6. | Verbal canvassing |

It is evident from the above that different methods are being adopted to popularise the vocational courses amongst students and parents. Specific mention may be made about the motivational camps. Most of the VEIs have reported to be organising motivational camps where in the representatives from Bank, Small Scale Industry, Khadi village udyog and other concerned departments, Non Government Organisations (such as Rotory club) are called to the District Headquarter. Such camps not only make the vocational programme popular amongst the students and the society at large but also amongst the employers and other concerned agencies This is a good step, which should continue to be taken, with greater focus and enthusiasm.

### 3.15 Follow-up Information

One of the important aspect of monitoring the vocational programme and making it more popular amongst people is to collect follow up information about the passout students. Information is required about how many of the passout students join higher studies; how many, wage employment; how many, self employment and how many, Apprenticeship training. Such information, if collected in a systematic manner, on a regular basis, can prove to be quite useful in planning strategies for making the programme more effective.

It was found that the vocational institutions have already started maintaining a follow-up register, containing all the information stated above. This is a welcome practice started by the VEIs, which need to be encouraged.

It was however found that collection of the information was being done in a rather informal way. The methods used for collection of the follow-up data in the state are as follows:

(i) Through personal contact of teachers and students coming from the same villages.
(ii) Collection of data at the time of issuing +2 certificate (when they come to the institute).
(iii) Collection of data through correspondence.
(iv) Through surveys conducted by teachers/ instructors.

Of these, the last two methods were used occasionally.

Thus, it may be noted that generally the personal contact with the students was being used for collection of the follow-up information.

The follow-up information about the passout students as provided by the Directorate of Industrial Training and Vocational Education is given in table 3.33 as follows:

**Table 3.33 Follow-up information as provided by Directorate of Industrial Training and Vocational Education**

| S. No. | Follow-up Information | Percent of Students |
|---|---|---|
| 1. | Higher courses in Academic Stream | 65 |
| 2. | Wage Employment | 03 |
| 3. | Self Employment | 07 |
| | Any other | |
| | Unemployed | 20 |
| | Apprenticeship Training | 05 |
| | Total | 100 |

It may be noted that about two third of the students were reported to be joining higher education courses. Only 10 percent of the students were joining wage or self employment and another abut 5 percent were being provided with Apprenticeship Training after doing the vocational course. These figures are not very encouraging and need immediate attention of the Government so that the objectives of vocationalisation of education are achieved.

## 3.16 Vertical Mobility

Provision of vertical mobility is very important from the point of view of acceptability of the vocational programme by the students. Most of the students and parents want opportunities of further education and training be made available as they don't want their career options to terminate after 10+2. They want that the vocational courses should provide fair chances of upward mobility to them.

The desired upward mobility does not mean admission to the academic courses. It means mobility in higher courses, in the same or related vocations. It is, therefore, important that higher level vocational courses are started whereever these are not available - the vocational students should not only be made eligible to apply for such courses but be given some preference in admission to the courses related to their area of vocation.

The position in respect of provision for vertical mobility has not been found to be satisfactory in the state. The vocational students are not recognised or given any preference for getting admission to higher level professional courses. This point was emphasised by the students and teachers who were contacted during the course of the current investigation. For example the vocational students were not given any concessions for admission in Polytechnics. In many other states (such as Goa, Tamil Nadu and Delhi) there is a reservation of seats upto 10 percent for vocational students, who are eligible to take admission in the second year of the course. The students want similar provisions be made in their state.

The students passing out of vocational courses were however being given admission to BA and B.Com. courses in the state. As a result, majority of the students after doing the vocational course were getting back to the academic courses. In some other places, the students were joining the Junior Basic Teacher Training course after completing their 10 + 2 vocational as there were ample job opportunities available in that area.

### 3.17 Finances

The nature of the vocational courses is such that it requires large amount of funds for the creation and maintenance of infrastructural facilities for providing skill based education and training.

The limitations of funds was one of the major reasons for the slow rate of progress in the implementation of the vocational programme in the initial years of implementation in the country. To give a boost to the programme, the Central Government started a Centrally Sponsored Scheme in the year 1986-87 under which large amount of financial grant was provided to the implementing states and UTs for the creation of infrastructure for the programme.

The position of the sources of funds and the expenditure incurred in Vocational Education Programme is given in the following table.

**Table 3.34 Sources of Funds and Expenditure on VEP**

| Year | Source | | | Expenditure (In lakh) | | |
|---|---|---|---|---|---|---|
| | *CSS Grant* | *State Grant* | *Total* | *Recurring* | *Non Recurring* | *Total* |
| 1998-1999 | -- | 1392.90 | 1392.90 | 1339.07 | 52.86 | 1381.93 |
| 1999-2000 | 227.35 | 1315.57 | 1542.92 | 1280.61 | 34.96 | 1315.57 |
| 2000-2001 | – | 1465.64 | 1465 64 | 1395 10 | 70.54 | 1465.64 |
| Total | 227.35 | 4174.11 | 4401.46 | 4014.78 | 158.36 | 4163.14 |

It may be noted that against a total expenditure of 41.63 crore rupees during the past three years, only an amount of 227.35 lakh rupee was received as grant under the CSS. This is a reflection of commitment of the State Government towards the vocational programme as the expenditure was much more than the central grant received during the period.

As regard the adequacy of the funds provided for vocational courses, a vast majority (over 72 percent) of the vice principals viewed that the available funds were not sufficient.

They wanted more money be provided for running the vocational programme more effectively. The increased funds are required for better equipping the laboratories, purchase of raw materials, meeting expenditure on field-trips and other items such as purchases of books for library. The officials in the Directorate also agree that greater funds are needed for the implementation of vocational education programme in the state.

When asked to indicate the sources that may utilised to raise additional funds, different alternatives were preferred by the Vice Principals and the Directorate officials. These are listed in the Table as follows:

**Table 3.35 Source of Additional Funds for VEP**

| S.No. | Source | Number of Vice Principals | Possibility as seen by Directorate |
|---|---|---|---|
| 1. | Increased Tution Fee | 9 | Yes |
| 2. | Levy on Industrial Houses | 1 | Not Possible |
| 3. | Donation from Parents & Others | 6 | Yes |
| 4. | Grant from State Government | 9 | Yes |
| 5. | Grant from Central Government | 20 | Yes |
| | Total Respondents | 25 | |

It may be observed that the State Directorate of Industrial Training and Vocational Education agreed with the possibility of using all sources listed above except putting Levy on industrial houses. The vice principals also did not prefer this source for raising funds for the vocational programme.

About 80 percent of the vice principals favoured provision of additional funds by the Central Government. The other two sources preferred were 'raise in tution fee from students' and 'additional grants by the state government'. Most vice principals, however, did not favour taking donations from parents and others.

### 3.18 Suggestions for Improvement

In order to improve the implementation of vocational education programme in the state, the views of different stake holders - officials of the Directorate, Vice-Principals, teachers, students and parents were taken.These are reported as follows:

#### *3.18.1 Suggestions by the Directorate*

The suggestions given by the Directorate of Industrial Training and Vocational Education of the state have been placed in Table 3.36 as follows

**Table 3.36 Suggestions by the Directorate for Improvements in VEP**

| S.No. | Suggestions |
|---|---|
| 1. | A Scheme should be framed for Introduction of Multi-skilling to enhance the employment potential of the passed out trainees. |
| 2. | There should be a National Board for Vocational Education, so that semesterization of vocational education can be introduced for which sufficient infrastructure is not in place with the state. |
| 3. | The power to forward the names of 10+2 (Vocational) passed out students for engagements as Apprentices in Industrial/ Commercial establishment should be delegated to the State Directors. |
| 4. | The State should be reimbursed in a consolidated manner @Rs. 2 lacks per unit for building and machinery. |
| 5. | More vocations should be introduced in emerging and frontier areas of Science & Technology namely Computer Science Telecommunications, Bio-Technology and Pharmacy, where a huge employment potential exists. Special funds for creating infrastructure in these new Vocations should be sanctioned by the Central Government. |

A careful look at the suggestions given in the above table shows that the first three issues are policy matters and the last two relate to the funding of the programme.

The suggestion relating to multiple skilling is a timely suggestion, particularly in respect of the employment opportunities in the rural areas. The state may decide to start large number of short duration courses to provide opportunities to the students, to acquire skills in more than one area; depending on the opportunities of employment available in an area. This however, would require bringing in flexibility in the system so that provision for multi-entry and multi-exit can be built in or a mechanism is created for the certification of the short duration courses. The second suggestion, regarding creation of a National Board, in fact relates to this issue. The suggested Board will bring in the much needed flexibility in the programme. However, the state may itself take the lead and create a Board of Vocational Education, to bring out the suggested improvements. The suggestion regarding Apprenticeship Training need to be looked into by the Board of Apprenticeship Training. The other two suggestions made by the Directorate relate to the procedure for reimbursement of money under the CSS and that additional funds be provided for opening more courses.

### 3.18.2 Suggestions by Vice-Principals

The Vice Principal's suggestions for bringing in improvement in the implementation of the vocational education programme have been summarised in table 3.37 as below:

**Table 3.37 Vice-Principals Suggestions for Improvements in VEP**

| S. No. | Suggestions |
|---|---|
| 1. | Provision of adequate teaching and supporting staff |
| 2. | Additional funds for purchase of equipments and its maintenance |
| 3. | Publicity of the vocational programme through TV/ Print-media |
| 4. | Provision for vertical mobility<br>- Reservation of seats in Polytechnics and other professional institutions<br>- Higher level vocational courses be started |
| 5. | Improvements in provision for Apprenticeship Training<br>- Apprentices be evaluated after completion of training<br>- Issue of certificate on completion of training<br>- Sponsoring powers to vice principals |
| 6. | Placement facilities be created in each VEI |
| 7. | PTC be started immediately |
| 8. | Trade related to new technology be started |
| 9. | Department committees be constituted for providing loan to passouts |
| 10. | Other *Suggestions*<br>(i) Change in the schedule of admission - should start immediately after matric result<br>(ii) Different certificate be given to vocational students<br>(iii) Designation of vice principals be changed to principal<br>(iv) Generators be provided in rural area<br>(v) Increase in grant for Raw material<br>(vi) Reservation in jobs for vocational students. |

It may be noted that the vice principals gave many good suggestions covering wide range of aspects, from teaching staff, publicity of the programme, vertical mobility and Apprenticeship Training to provision for generator in VEIs situated in rural areas.

### 3.18.3 Suggestions by Teachers

The vocational instructors and teachers made important suggestions for the improvements in the implementation of vocational education programme. These are given in the Table 3.38 as follows:

**Table 3.38 Suggestions by Teachers for Improvements in VEP**

| S.No. | Suggestions |
|---|---|
| 1. | Recruitment of teachers and lab attendents to fill vacant position |
| 2. | Emphasis on providing more effective practical training<br>- On the job training be strengthened<br>- Apprenticeship Training be provided to all designing students<br>- Timely payment of stipend to Apprentices<br>- Increased number of field visits<br>- Production cum training centres may be started<br>- Adequate quantity of raw materials be provided |

| | |
|---|---|
| 3. | Improvements in Infrastructural facilities<br>- Proper classrooms with adequate lights and ventilation be provided<br>- Separate room for practicals/ workshop<br>- Adequate equipments be given |
| 4. | Revision of syllabus |
| 5. | Provision of vertical nobility in same vocation<br>- Reservation of seats in Polytechnics and other Professional institutions<br>- Provision of financial support for self employment |
| 6. | Teacher Training Programme be held more frequently |
| 7. | Courses be started after vocational survey |
| 8. | Other Suggestions<br>- Vice principals should be from some vocational area<br>- Timings of VEIs be reduced, be made from 9 am to 2 pm<br>- Summer vacations be given for vocational students<br>- Motivational camps be held more frequently<br>- Incentives be given to teachers to improve their qualifications while in service. |

It may be noted that the focus of the teachers suggestions is on wide range of aspects - from syllabus revision, recruitment of teachers, improvement in practical training and infrastructural facilities to provision for financial support and training of teachers.

### *3.18.4 Students Suggestions*

The suggestions of students for improvement of VEP in Haryana are given as follows:

**Table 3.39 Suggestions by Students for improvement of VEP**

| S.No. | Suggestions |
|---|---|
| 1. | More equipments be provided in the Labs |
| 2. | The curricula be revised to include latest developments |
| 3. | Effective provision for Apprenticeship Training be made for all trades |
| 4. | Computer facility be provided |
| 5. | Greater emphasis on practicals be provided |
| 6. | Provision for introducing sports be made in school time table |
| 7. | Adequate number of teachers be provided for each course |
| 8. | Vertical mobility be provided |
| 9. | Provision for OTJ Training be made |
| 10. | Continuous electricity be provided to enable to do practicals |
| 11. | Duration of teaching hour be reduced/ change in school timing |
| 12. | Repair and maintenance of machinery |
| 13. | Adequate raw material be provided |
| 14. | Student support system be strengthened - provision for loans be made |
| 15. | Competency certification be given |
| 16. | Transport (Bus) facility for school be improved |
| 17. | Summer holidays at least for one month be provided |
| 18. | *Other Suggestions*<br>- Sitting place in class room<br>- Amount of scholarship be increased<br>- Availability of books be ensured<br>- Equivalence of Boiler Certificate to one given by the Board<br>- Canteen facilities be provided<br>- Hostel facilities |

### 3.18.4 *Difficulties Perceived by Parents and their suggestions*

The parents of vocational students who were contacted during the course of the present investigation pointed out the difficulties in the vocational programme and made important suggestions for improving the system. These are reported as follows.

***The Difficulties***

The following difficulties were pointed out by the responding parents.

**Table 3.40 Difficulties pointed out by parents**

| S.No. | Difficulties |
|---|---|
| 1. | Non availability of teachers/ instructors |
| 2. | Lack of infrastructural facilities (tools, equipments, drinking water, cycle stand) |
| 3. | Inadequate practical training (lack of confidence in the students) |
| 4. | Difficulty in getting Apprenticeship Training |
| 5. | Courses don't include latest technology |
| 6. | No financial support for self employment |
| 7. | Location of VEIs at far off places - problem of commutation (busses don't stop) |
| 8. | *Other Problems*<br>. School timings are more<br>. No sports activities in VEIs<br>. Lack of electricity in suburban areas, for most part of the day |

***Suggestions by Parents***

The following suggestions were made by the parents to improve the Vocational Education Programme in the state.

**Table 3.41 Suggestions by Parents to improve VEP in the state**

| S.No. | Suggestions |
|---|---|
| 1. | Adequate teachers be made available, separately for Theory and Practicals |
| 2. | Computer should be added in the curriculum/ Government should provide computers in VEIs |
| 3. | Sufficient Equipments should be made available in the VEIs |
| 4. | Arrangements for sports be made in schools for the all round development of the children |
| 5. | VEIs be declared equivalent to ITI, so as to increase their acceptability amongst employers |
| 6. | Emphasis be given on providing better practical training to the students |
| 7 | Apprenticeship should be made available to all students and be made an examinable subject |
| 8. | Proper arrangements be made for the students to reach school in time |
| 9. | Courses be made more job oriented |
| 10. | Vertical mobility be provided - admission in polytechnics |
| 11. | Financial support be provided for Self Employment |

| S.No. | Suggestions |
|---|---|
| 12. | Preference be given in Employment/ agencies/ Service |
| 13. | Provision be made for maintenance of equipments |
| 14. | Other Suggestions<br>- Summer vacations be provided for one month at least<br>- School timings be reduced<br>- Placement services be started in schools<br>- In the first year training be given in at least three areas so that in the second year they may select any one of these.<br>- Special incentives be given to girls to join VEIs<br>- Arrangement for regular supply of Electricity be made<br>- Telephone may be provided in VEIs so that parents can talk to the principal<br>- Raw materials be provided in time<br>- Increase in number of seats<br>- Curriculum be revised<br>- Arrangements be made for sending students on Exhibitions/ Fairs etc.<br>- Vocational passouts be given special certificate<br>- Parents meeting, once in a month, be called<br>- New courses should be started |

## CHAPTER 4

# Discussion and Recommendations

### 4.1 Position in General

The vocational education programme in the state of Haryana has grown substantively over the years in quantitative terms. In the last eighteen years, the number of vocational institutions has grown by five times; the number of students, by over eight times and the number of vocational courses being offered, by ten times. The programme seem to have gained reasonable degree of acceptability amongst the students and parents.

But in terms of the quality, though number of steps are being taken by the state, there is lot that needs to be desired. The real test of the success of the programme lies in what is happening to the passout students. The important questions to be asked are has there been any substantial increase in the employability of the students after doing these courses? How many of the passouts are joining the world of work? What about the acceptability of the courses amongst the employers? What is the image of the courses in the mind of the general public?

As reported, only 10 to 15 percent of the passout students are joining the world of work while 65 percent of them are joining higher studies (in academic stream). This is an indication of the extent of scope for improvement in the qualitative aspect of the programme in the state.

### 4.2 Management Structure

The position of the state in respect of creation of management structure has largely been found to be satisfactory. The desired structure at the state, district and institution level has been created, for the implementation of the programme

The State Council of Vocational Education (SCVE) has been created. The implementation of the programme has been put under the Directorate of Industrial Training and Vocational Education, which also incorporates the State Institute of Vocational Education (SIVE). The District level officers have also been appointed.

However, some of the bodies created have been non-functional for a long period. The State Council of Vocational Education (SCVE) which is supposed to be the overall policy making and coordinating body has not met once in the last 14 years. The last meeting of SCVE was held somewhere in 1988. Similarly, the SIVE has been put under a Joint Director but has no academic faculty as the posts sanctioned in different vocational areas have not been filled. As a result, the academic activities such as development of instructional materials, revision of curricula and training of teachers are laging behind, which is affecting the quality of the programme.

**It is, therefore, recommended that immediate steps should be taken to activise the SCVE so that effectiveness in the implementation of VEP can be improved. Also the sanctioned posts of Professor, Reader, Lecturer, Consultants and other staff for SIVE should be urgently filled so that proper academic support can be made available for the programme.**

**The designation of Heads of the VEIs, who are called Vice-Principals, should be changed to Principal, so that the unnecessary confusion in this regard is removed.**

Efforts should also be made to develop greater coordination between the ITIs and VEIs which are under the same department, so that sharing of resources between them can be possible.

### 4.3 Basis of Selection of Vocational Courses

The selection of vocational courses was reported to be done on the basis of local demand of the area and analysis of the employment potential of the courses in an area. However, such decisions were based more on informal consultations rather than any systematic survey of the needs.

It was found that at many places, a particular course which was running well, was closed down sand another course started. Such decisions were based on the availability of the vocational instructor rather than any other consideration. Most of the institutions that were visited were affected by this abrupt closer of one course and start of another, which needs to be checked.

At many places visited by the team, the parents and other people from the community who met pleaded for restoration of a course, which has been abruptly closed.

The awareness and acceptability of the programme amongst people is a welcome state of affair in the state. There seems to be greater demand for certain courses in some areas. However, the situation in respect of demand for the courses need to be handed carefully.

**It is, therefore, suggested that selection of courses should be based on a systematic analysis of the needs of the area, after taking into consideration the employment opportunities, the availability of collaborative institution in the vicinity and the availability of necessary infrastructural facilities in the institution. Care should be taken about the needs of girls, SC/ST and other weeker sections while developing new courses.**

### 4.4 Curriculum

As regards the curriculum, the structure suggested by PSSCIVE at the national level, of giving 70 percent of the total Weightage to vocational theory and practice, has largely been accepted by the state.

However, no proper arrangements are being made for 'on the Job Training' (OTJT) in most of the courses. The marks allotted to OTJ training are instead being used as 'sessional marks', given on such basis as regularity, discipline, etc.

Apart from that, most of the vocational curricula, which were developed long back, have not been revised. There is a growing need to revise the syllabus, so as to make them more useful.

**In view of the above, it is suggested that concentrated efforts should be made to place the students for OTJ training, for 4-6 weeks.** This would require putting emphasis on strengthening of linkages with the industry. **Immediate steps are also required to revise the existing curricula, to make them more practical oriented, so that their acceptability amongst the employers is increased.**

### 4.5 Instructional Materials

In respect of the instructional materials i.e. text books, practical manuals, teacher guides etc., the position in the state has not been found to be satisfactory. The instructional materials specifically developed for vocational courses were not available for most of the courses. In the absence of that, the students were mostly relying on the notes given by the teachers or some reference books from the related fields. In case the vocational programme is to be taken seriously, the process of development of instructional material should be initiated without further delay.

It is, **therefore, recommended that immediate steps should be taken for the development of instructional material for all the vocational courses run by the state.** The state may take the material developed by PSSCIVE for certain courses and get it translated into Hindi. It may also write to other hindi speaking states such as UP, MP and HP and exchange the materials developed by them or take up joint efforts in developing the material which is common. **All this would require strengthening of the SIVE and making it more functional.**

### 4.6 Vocational Teachers

The most important factor needing immediate attention of the state is vocational teacher. It has been found that the number of sanctioned posts for teachers/ instructors is insufficient. Even out of the posts that have been sanctioned, a large number (about two fifth) of the posts are lying vacant. Inadequate availability of teachers is not only affecting the results but also the quality of education and training as well as the general atmosphere of the institution.

Both, the vocational teachers teaching 'theory' as well as 'practicals' are called 'instructors'. The minimum qualifications for the appointment of teachers and vice principals need to be re-examined. Different pay scales are being given to teachers of languages and General Foundation Course and those teaching vocational subjects.

**It is strongly recommended that immediate steps should be taken to provide adequate number of properly qualified teachers in the state. The norms for the appointment of teachers should be re-examined in the light of recommendations of PSSCIVE at the national level, of appointing one full time and one part time teacher for each vocational section. Immediate steps should also be taken to fill the vacant posts of teachers.**

**It is also recommended that the vocational teachers for theory be designated as 'teacher' instead of 'instructor' while those teaching practicals may continue to be called instructors. There is a need to rationalise the salary structure of vocational teachers, instructors, vice principals and DDVEOs. A seperate committee may be appointed by the state to look into this matter.**

### 4.7 Infrastructural Facilities

The overall position of infrastructural facilities in the vocational institutions has not been found to be very satisfactory. The theory and practical classes were being held from the same class room as separate rooms for developing workshops/ laboratory were not available in most institutions. The tools and equipments in many institutions were inadequate, not being properly maintained, old and need to be replaced with the latest equipments and tools. There was inadequate availability of raw materials for conducting practicals. The availability of books relating to vocational courses was inadequate, in most of the institutions.

**It is suggested that a comprehensive plan for improving the infrastructural facilities in the VEIs should be prepared so that additional capacity can be built for providing separate room for workshop/ laboratory; maintenance of machines and purchase of raw material for conduct of practicals.** This would require lot of funds. Effective strategies should, therefore, be evolved to raise additional funds for creating adequate infrastructural facilities for the vocational programme in the state.

### 4.8 Examination and Evaluation

The examination and evaluation system for vocational stream is the same as the one adopted for the general stream. The Bard of Senior Secondary Examination, which is located at Bhiwani, undertakes end term examination for both theory and practicals. There is no continuous and comprehensive evaluation of the competencies acquired by the students. A very large number (about 50 percent) of the students who appear for the examination fail to qualify the same.

**It is suggested that a credit based continuous and comprehensive system should be adopted for evaluating the competencies of the vocational students. In view of the specific requirements of the vocational stream, a separate Board of vocational education may be created by the state. It is also recommended that the certificates awarded to the vocational students should be modified to also indicate the competencies acquired by the students during the course so that their acceptability amongst the employers is increased.**

### 4.9 Student's Perceptions

The typical student in the vocational stream is 17 years old, belongs to lower income group of family (earning upto Rs.2000 per month), with parents having no formal education or educated upto middle class, travels longer distance (more than 2 kms - upto 30 kms) from his/her residence to the vocational institute and has joined the vocational course on the advice of his parent/ teacher, for perceived better scope of wage or self employment.

The students in general perceive their course to be relevant and fulfilling the requirements of the job but are not satisfied with the extent of linkages developed with the industry and with the time management in the VEIs.

It is quite discouraging to note that girls form a very small portion (less than one fifth) of the total number of vocational students in the state.

**In view of the above, it is recommended that efforts should be made to make the vocational courses more popular amongst the girl students.** Some of the steps required to be undertaken in this regard are :

(i) opening vocational course which are more useful to the girls,
(ii) starting of VEIs near the villages so that the distance travelled by the students is reduced;
(iii) providing greater incentives in terms of reservation of seats, scholarships, etc. to the girl students to join vocational courses; and
(iv) starting seperate VEIs for women, so that the in hibtions of girl students to study in coeducational institutions may be removed.

### Follow-up Information

A beginning has been made in the state to collect follow up information about the vocational passout students. However the methods adopted for collecting such information need to be more systematic At present, the information is being collected by relying more on informal methods.

**Looking into the importance of such information in planning, monitoring and popularising the programme, it is suggested that collection and dissemination of follow-up information may be done in a systematic way.**

## 4.10 Collaborative Arrangements

The position in respect of collaborative arrangements for the implementation of vocational programme in the state has not be found to be upto the desired level On-the-Job Training is virtually nonexistent in most of the courses because of various reasons such as lack of cooperation from industry, overburdening of teachers, lack of funds, etc.

Only about 5-10 percent of the passout students were actually being placed under Apprenticeship Training The reasons for not being able to provide Apprenticeship to all desiring students include problems in location of seats; non - cooperation from industry; some courses not being covered under Apprenticeship Act and delays in notification of seats.

Association of experts from industry for guest lectures is occasional. However the situation with respect to organisation of field trips is better

The recent constitution of District Advisory Committees is a positive step, which is likely to improve the collaborative arrangements in the state. Increased efforts are required to persuade local industry, officials from different departments and persons from the community to cooperate in the implementation of the vocational programme. The district level advisory committees can prove to be quite useful in this regard.

**To improve the position in respect of Apprenticeship training, various steps are suggested. The vocational teachers should be given proper orientation about the Apprenticeship Scheme, so that all the procedures and other details of the scheme are properly understood by them. Also, appropriate literature - brochures, application forms etc. may be collected from the regional office of the Board of Apprenticeship Training (BOAT) at the district level and be made available to each VEI well in time. A separate post may be created in each VEI to look after the work relating to Apprenticeship Training and placement of vocational passouts.**

## 4.11 Production-cum-Training Centres

The concept of Production-cum-Training Centre was appreciated by all the officials, teachers and students who were contacted during the course of present investigation. Most of the teachers extended their support and active cooperation in running the PTCs in their institutions. The process of formulating the guidelines for running PTCs was reported to have been initiated by the state

**In order to facilitate the establishment and smooth working of PTCs, it is suggested that not only the guidelines be formulated expeditiously but all needed financial and other support may be provided by the state.**

## 4.12 Popularisation of Vocational Courses

In respect of making the vocational programme popular amongst masses, some efforts are already being taken by the vocational institutions The organisation of motivational camps where in the representatives from Bank, Khadi and Village Udyog, NGOs, concerned Government departments are called to address the probable students is one such step, which needs to be encouraged. Other useful methods used are 'advertisement in the mass media' and 'meetings with the village panchayats'. As a result, there seem to be a reasonable degree of awareness amongst the students and parents about the vocational education programme and its need and relevance to them. However greater efforts are required in making the employers, collaborating institutions and funding agencies to understand the programme, so that they extend their cooperation in implementing the same.

**It is, therefore, recommended that increased efforts should be made at the state, district and institutions level to bring in greater awareness and understanding amongst people about the vocational programme by increasing the use of mass media, organising one to one meetings with the employers and other concerned agencies, organising district level exhibitions for the products of vocational students and strengthening contact with the students and parents.**

## 4.13 Vertical Mobility

The students passing out of vocational courses were able to get admission to BA and B.Com. courses. But the opportunities of upward mobility in the same or related vocations were not available in the state. No sufficient higher level vocational courses are available in the universities or other professional institutions to provide mobility to the vocational passouts. Polytechnic and other institutions (agricultural colleges etc., don't give any preference to the vocational students at the time of admission.

**Looking into the sensitivity of the issue in making the vocational courses acceptable and popular amongst the people, it is suggested that number of courses should be started in the universities and professional institutions to provide opportunities of mobility and professional growth to the students and wherever such courses are available, vocational students should be made eligible and given some preference in admission.**

## 4.14 Finances

Inadequate availability of funds seem to be an important hindrance in the effective implementation of vocational programme. Inspite of popular demand for certain courses, the state has not been able to expand the programme This seem to be the major reason for keeping a very large number of sanctioned posts of teachers vacant. Funds are needed for replacement of equipments as well as for their maintenance. Most of the teachers and vice principals felt that greater funds should be provided for managing the vocational courses effectively

**In order to raise additional funds for the programme, it is suggested that private sector should be encouraged to invest money and participate in the programme. The state may consider submitting a comprehensive plan for vocational educational and training to some international funding agencies such as World Bank, Asian Development Bank and DFID.**

## List of VEIs in the state and availability of Facilities

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff | |
|---|---|---|---|---|---|---|
| | | | | | Required | In Position |
| 1. | Ambala City | Tarmastpur 17 KM<br>Durana 24 KM | 1983 | OSS (E) 75%<br>Banking 25%<br>A/A - 25%<br>MREDA-50%<br>TTWR-25%<br>Boiler Att.-25%<br>Computer Tech. | 16 | 12 |
| 2. | Bhiwani (Bhiwani) | Bawani Khera 23 KM | 1983 | MREDA - 50%<br>FMD - 75%<br>A/A - 75%<br>OSS(H) - 75%<br>C.P. 50%<br>M.T.M. 50% | 15 | 10 |
| 3. | Bwani Khera (Bhiwani) | Talu 8 KM | 1987 | CGDM - 75%<br>OSS(H) - 75%<br>MREDA - 50% | 9 | 4 |
| 4. | Devrala (Bhiwani) | Loharu 27 KM | 1983 | L.M. - 75%<br>F.M.D. - 75%<br>CGDM0 75%<br>OSS(H) - 75%<br>A/A - 75% | 11 | 5 |
| 5. | Kadma (Bhiwani) | Berla 24 KM | 1985 | MREDA - 75%<br>CGDM - 75%<br>TTWR - 75%<br>L.M. - 75%<br>OSS(H) 75%<br>A/A - 75% | 15 | 7 |
| 6. | Birthi Kalan (Bhiwani) | Kalali Balali 15 KM | 1995 | OSS(H) - 50%<br>TTWR - 75%<br>LM - 50% | 11 | 6 |
| 7. | Kalali Balali (Bhiwani) | Birthi Kalan 15 KM | 1995 | TTWR - 75%<br>OSS(H) - 75%<br>LM - 75% | 9 | 4 |
| 8. | Santour Sarupgarh (Bhiwani) | Birthi Kalan 20 KM | 1995 | OSS(H) - 50%<br>CGDM - 50%<br>MREDA - 75%<br>LM - 50%<br>TTWR - 50% | 12 | 5 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff Required | Teaching Staff In Position |
|---|---|---|---|---|---|---|
| 9. | Dhanana (Bhiwani) | Talu 6 KM | 1997 | CGDM - 50%<br>OSS(H) - 50%<br>A&A - 50%<br>TTWR - 25%<br>LM - 50% | 13 | 6 |
| 10. | Berla (Bhiwani) | Kadma 24 KM | 1998 | RMPDFM - NIL<br>TTWR-less than 25%<br>OSS(H) - NIL<br>CGDM - NIL<br>L.M. - NIL | 13 | 6 |
| 11. | Faridabad | Distt HQ | 1983 | A/A - 75%<br>B/Conf - 50%<br>TTWR - 75%<br>FMD - 75%<br>OSS(E) - 75%<br>OSS(H) - 75%<br>MREDA - 75%<br>ET - 50%<br>Floriculture - 50% | 19 | 11 |
| 12. | Dheegot (Faridabad) | Palwal 12KM | 1983 | A/A - 75%<br>TTWR - 75%<br>MREDA - 75% | 11 | 6 |
| 13. | Palwal (Faridabad) |  | 1984 | A/A - 75%<br>MREDA - 75%<br>M&S-<br>OSS(H)<br>L.M.<br>TTWR | 19 | 9 |
| 14 | Dhangar (Fatehabad) | Hissar 40 KM | 1983 | L.M. - 75%<br>CGDM - 75%<br>OSS(H) - 75% | 8 | 6 |
| 15. | Gurgaon | Distt. H.Q. | 1983 | C.T. - 50%<br>E.T. - 50%<br>HFC - 75%<br>CGDM - 75%<br>A&A - 75%<br>MREDA | 13 | 8 |
| 16. | Pataudi at Mojabad (Gurgaon) | Gurgaon 42 KM | 1987 | MREDA - 75%<br>TTWR - 75%<br>A/A - 75%<br>L.M. | 13 | 7 |
| 17 | Ujina (Gurgaon) | Gurgaon 49 KM | 1983 | RMPDFM - 75%<br>TTWR - 75%<br>A/A - 75%<br>FMD - 75% | 11 | 7 |

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| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff | |
|---|---|---|---|---|---|---|
| | | | | | Required | In Position |
| 18. | Hissar | Nalwa 25 KM | 1983 | L M. - 75%<br>E/T - 25%<br>TTWR - 75%<br>OSS(E) - 75%<br>Recp. - 25%<br>MREDA - 75% | 14 | 5 |
| 19. | Masudpur (Hissar) | Bandaheri 30 KM | 1988 | L.M. - 75%<br>A/A - 75%<br>OSS(H) - 75% | 9 | 6 |
| 20. | Nalwa | Hissar 25 KM | 1984 | OSS(H) - 75%<br>TTWR - 75%<br>MREDA - 75%<br>RMPDFM - 50% | 11 | 6 |
| 21 | Bandaheri (Hissar) | Masudpur 30 KM | 1994 | OSS(H) - 75%<br>TTWR - 75%<br>L.M. - 75% | 9 | 6 |
| 22 | Rakhishapur (Hissar) | Masudpur 30 KM | 1985 | OSS(H) - 75%<br>CGDM - 75%<br>L.M. - 75%<br>MREDA - 75% | 11 | 6 |
| 23. | Pabra (Hissar) | Uklana 18 KM | 1998 | OSS(H) - 75%<br>MREDA - 50%<br>TTWR - 25%<br>T&E - 75% | 11 | 4 |
| 24. | Uklana (Hissar) | Pabara 18 KM | 1987 | A/A - 75%<br>OSS(E) - 75%<br>MREDA - 75%<br>TTWR - 75% | 13 | 8 |
| 25. | Jind | Julani 9 KM<br>Rajpura 14 KM<br>Igraha 16 KM<br>Radhana 9 KM | 1983 | L.M. - 25%<br>OSS(H) - 90%<br>Floriculture 25%<br>TTWR - 75%<br>A/A - 80%<br>Banking 80%<br>MREDA - 25%<br>OSS(E) - 25%<br>Computer Tech. 25% | 11 | 11 |
| 26. | Julana (Jind) | Jind 25 KM | 1987 | L.M. - 100%<br>OSS(H) - 100%<br>MREDA - 100% | 9 | 5 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff Required | In Position |
|---|---|---|---|---|---|---|
| 27. | Muana (Jind) | - | 1983 | MREDA - 60%<br>L.M. - 75%<br>TTWR - 70%<br>OSS(H) - 75% | 12 | 6 |
| 28. | Uchana Khurd (Jind) | Barsola 20 KM | 1985 | OSS(H) - 70%<br>RMPDFM - 100 %<br>MREDA - 25%<br>A&A | 10 | 5 |
| 29. | Igraha (Jind) | Jind 16 KM | 1995 | TTWR - 75%<br>CGDM - 50%<br>M & S - 60%<br>OSS(H) - 50%<br>L.M. - 25% | 12 | 6 |
| 30. | Radhana (Jind) | Siwaha 13 KM<br>Jind 9 KM | 1995 | CGDM - 80%<br>MREDA - 100%<br>OSS(H) - 60%<br>TTWR - 50% | 11 | 7 |
| 31. | Julani (Jind) | Jind 9 KM<br>Radhana 18 KM | 1997 | A/A - 90%<br>OSS(H) - 100%<br>MREDA - 90%<br>L.M. - 100% | 8 | 6 |
| 32. | Dalamwala (Jind) | Jind 10 KM<br>Dadrath 16 KM | 1998 | OSS(E) - 25%<br>OSS(H) - 25%<br>L.M. 25% | 11 | 5 |
| 33. | Jhajjar | Beri 10 KM | 1985 | OSS(H) - 75%<br>L.M. - 75%<br>RMPDFM - 50%<br>OSS(E) - 75%<br>F.M.D. - 50% | 14 | 8 |
| 34 | Dulhera (Jhajjar) | Jhajjar 15 KM | 1983 | L.M. - 75%<br>CGDM - 75%<br>RPDFM - 75% | 9 | 4 |
| 35. | Karnal | Sultanpur 12 KM<br>Tarori 14 KM | 1983 | All trade above 75%<br>MREDA - 75%<br>C.P. - 75%<br>F/C - 75%<br>B/A - 75%<br>A/A - 75%<br>CGDM - 75%<br>OSS(E) - 75% | 17 | 12 |
| 36. | Tarori (Karnal) | Sultanpur 10 KM<br>Karnal 14 KM | 1987 | All trade above 75%<br>F.M.D. - 75%<br>MREDA - 75%<br>L.M. 75% | 9 | 5 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff | |
|---|---|---|---|---|---|---|
| | | | | | Required | In Position |
| 37. | Bhoji<br>(Karnal) | Biana 10 KM<br>Buda 18 KM | 1994 | TTWR & MREDA 50%<br>L.M. 75%<br>OSS(E) 75%<br>F/c 75% | 12 | 7 |
| 38. | Sambli<br>(Karnal) | Karnal 20 KM | 1994 | OSS(E) - 75%<br>MREDA - 50%<br>CGDM - 75% | 9 | 6 |
| 39. | Biana (Karnal) | Bhoji 10 KM<br>Karnal 22 KM | 1995 | OSS(H) - 75%<br>MREDA - 50%<br>A/A - 75% | 9 | 4 |
| 40. | Kurukshetra | Pehowa 35 KM<br>Babain 25 KM<br>Buda 25 KM | 1983 | OSS(E) - 75%<br>A/A - 50%<br>CGDM - 75%<br>MREDA - 75%<br>OSS(H) - 75%<br>T&E - 75%<br>TTWR - 50% | 17 | 13 |
| 41. | Babain at<br>Sunari<br>(Kurukshetra) | Pehowa 45 KM<br>Kurukshetra 25 KM<br>Budha 20 KM | 1987 | OSS(E) - 75%<br>TTWR - 50%<br>MREDA - 50% | 10 | 7 |
| 42. | Pehowa<br>(Kurukshetra) | Babain 45 KM<br>Kurukshetra 35 KM<br>Budha 52 KM | 1985 | L.M. - 50%<br>RMPDFM - 50%<br>Banking - 50%<br>CGDM - 50% | 11 | 7 |
| 43. | Budha<br>(Kurukshetra) | Kurukshetra 25 KM<br>Babain 20 KM | 1995 | OSS(H) - 50%<br>TTWR - 50%<br>L.M. - 50%<br>Banking - 50%<br>MREDA - 50% | 12 | 8 |
| 44. | Kaithal | Kasan 10 KM<br>Budha Khera 18 KM | 1984 | All Trade above 75%<br>L.M. - 75%<br>TTWR - 75%<br>F/c - 75%<br>Banking - 75%<br>RMPDFM - 75%<br>OSS(H) - 75%<br>A&A - 75% | 15 | 9 |
| 45 | Guhla at Cheeka<br>(Kaithal) | Budha Khera 10 KM<br>Kaithal 28 KM | 1988 | RMPDFM - 75%<br>L.M. - 50%<br>A&A - 75% | 9 | 6 |
| 46. | Guhna<br>(Kaithal) | Budha Khera 12 KM<br>Kaithal 20 KM | 1983 | All trades above 75%<br>REPDFM - 75%<br>L.M. - 75%<br>OSS(E) - 75% | 9 | 5 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff | |
|---|---|---|---|---|---|---|
| | | | | | Required | In Position |
| 47. | Kasan (Kaithal) | Kaithal 10 KM | 1992 | OSS(H) - 75%<br>Lineman - 25%<br>MREDA - 50% | 9 | 5 |
| 48. | Kithana (Kaithal) | Kasan 10 KM<br>Kaithal 18 KM | 1994 | OSS(H) - 75%<br>CGDM above 75%<br>L.M. -<br>M & S - | 9 | 4 |
| 49. | Kalayat (Kaithal) | Kaithal 18 KM<br>Kaithal 18 KM | 1988 | TTWR - 50%<br>OSS(E) - 75%<br>MREDA - 50% | 9 | 6 |
| 50. | Rasina (Kaithal) | Karora 20 KM<br>Karnal 28 KM | 1995 | MREDA - 50%<br>T.E - 75%<br>OSS(H) - 75%<br>CGDM - | 9 | 5 |
| 51. | Mohindergarh | Droli Ahir 17 KM | 1984 | A & A - 80%<br>OSS(E) - 50%<br>CGDM - 85%<br>RMPDFM - 80%<br>MREDA - 75% | 13 | 6 |
| 52 | Droli Ahir (M/Garh) | Narnaul 15 KM | 1988 | TTWR - 70%<br>OSS(E) - 70%<br>RMPDFM - 75% | 9 | 5 |
| 53 | Narnaul (M/Garh) | Droli Ahir 15 KM | 1983 | OSS(H) - 75%<br>OSS(E) - 75%<br>A/A - 85%<br>TTWR - 65%<br>MREDA - 60%<br>CGDM - 85%<br>T & E - 80% | 14 | 6 |
| 54. | Sujapur (M/Garh) | Narnaul 25 KM | 1985 | OSS(H) - 75%<br>A/A - 75%<br>L.M. - 60%<br>CGDM - 85% | 11 | 5 |
| 55 | Shahbajpur (M/Garh) | Narnaul 35 KM | 1987 | L.M. - 75%<br>CGDM - 75%<br>OSS(H) - 75%<br>A/A - 80% | 10 | 5 |
| 56 | Naultha (Panipat) | Atta 15 KM<br>Bapauli 27 KM<br>Seenk 20 KM | 1998 | OSS(H) - 20%<br>MREDA - 50%<br>TTWR - 50%<br>Banking - 25%<br>L.M. - | 13 | 8 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff | |
|---|---|---|---|---|---|---|
| | | | | | Required | In Position |
| 57. | Atta<br>(Panipat) | Bapauli 15 KM | 1995 | L.M. - 100%<br>TTWR - 25%<br>RMPDFM - 100%<br>OSS(H) - 100% | 10 | 6 |
| 58. | Panchkula | Raipur Rani 35 KM<br>Morni 37 KM | 1983 | OSS(E) - 75%<br>OSS(H) - 75%<br>A/A - 75%<br>M/S - 75%<br>CGDM - 75%<br>MREDA | 12 | 10 |
| 59. | Raipur Rani<br>(Panchkula) | Panchkula 37 KM<br>Raipur Rani 62 KM | 1983 | OSS(H) - 75%<br>OSS(E) - 75%<br>L.M. - 75%<br>RMPDFM - 75%<br>M/S - 75%<br>CGDM - 75%<br>Com. Tech. - NIL | 15 | 10 |
| 60 | Jadra<br>(Rewari) | Aliawas 8 KM | 1995 | MREDA - 40%<br>M&S - 75%<br>TTWR - 50%<br>L.M - 50% | 11 | 6 |
| 61 | Aliawas<br>(Rewari) | Jadra 8 KM | 1995 | MREDA - 65%<br>OSS(E) - 70% | 10 | 5 |
| 62. | Khursid Nagar<br>(Rewari) | Aliawas 23 KM | 1998 | OSS(H) - 50%<br>MREDA - 40%<br>T.E. - 85%<br>CGDM | 9 | 4 |
| 63. | Rohtak | Mokhra 17 KM | 1983 | A/A - 75%<br>L.M. - 50%<br>TTWR - 50%<br>OSS(E) - 75%<br>OSS(H) - 50%<br>Civil Const NIL | 17 | 9 |
| 64 | Hassan Garh<br>(Rohtak) | Kharkhoda 9 KM | 1984 | L.M. - 50%<br>MREDA - 50% | 11 | 3 |
| 65 | Mokhra<br>(Rohtak) | Rohtak 17 KM | 1988 | L.M. - 50%<br>RMPDFM -<br>OSS(H) - 50%<br>TTWR - 75%<br>CGDM - 75% | 10 | 7 |
| 66. | Bhaini Matto<br>(Rohtak) | Nidhana 19 KM | 1995 | L.M. - 75%<br>MREDA - 75%<br>OSS(H) - 75% | 9 | 7 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff Required | In Position |
|---|---|---|---|---|---|---|
| 67. | Nidhana (Rohtak) | Bhaini Matto 19 KM<br>Kathura 20 KM | 1995 | FMD - 75%<br>TTWR - 75% | 8 | 3 |
| 68 | Sirsa | Panjuwana 14 KM | 1983 | MREDA - 75%<br>CGDM - 75%<br>B.A. - 75%<br>M/S - 75%<br>A/A - 75%<br>OSS(H) - 75%<br>TTWR - 75% | 16 | 10 |
| 69. | Deeng (Sirsa) | Sirsa 30 KM | 1983 | L.M. - 75%<br>CGDM - 75%<br>MREDA - 75% | 9 | 5 |
| 70. | Dabawali (Sirsa) | Odha 30 KM | 1985 | OSS(E) - 75%<br>OSS(H) - 75%<br>MREDA - 75% | 9 | 5 |
| 71. | Kalawali (Sirsa) | Odhan 10 KM | 1988 | B.A. - 75%<br>MREDA - 75%<br>TTWR - 75% | 10 | 5 |
| 72. | Odha (Sirsa) | Kalawali 10 KM | 1994 | L.M - 50%<br>MREDA - 50%<br>RMPDFM - 75%<br>CGDM - 75% | 11 | 5 |
| 73 | Rori (Sirsa) | Kalawali 18 KM<br>Odha 28 KM | 2000 | Lineman -<br>OSS(H) -<br>CGM | 6 | 4 |
| 74. | Rania (Sirsa) | Sirsa 25 KM | 1987 | OSS(E) - 75%<br>CGDM - 75%<br>MREDA - 70% | 9 | 5 |
| 75. | Panjuwana (Sirsa) | Sirsa 14 KM | 1995 | A/A - 75%<br>TTWR - 75%<br>CGDM - 75% | 9 | 4 |
| 76. | Sonepat | Rohat 8 KM | 1983 | OSS(H) - 75%<br>MREDA - 75%<br>TTWR - 75%<br>MT&HT - 50%<br>B.A. - 50%<br>C.P. - 75% | 16 | 7 |
| 77. | Kathura (Sonepat) | Rukhi Pana 22 KM | 1983 | L.M. - 75%<br>MREDA - 75%<br>A/A - 75%<br>CGDM - 75% | 12 | 6 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff Required | In Position |
|---|---|---|---|---|---|---|
| 78. | Rohat (Sonepat) | Kharkhoda 10 KM | 1988 | TTWR - 50%<br>L.M. - 75%<br>CGDM - 75% | 7 | 7 |
| 79. | Baroda (Sonepat) | Kathura 19 Km | 1998 | FMD - 50%<br>L.M. - 25%<br>CGDM - 25% | 9 | 4 |
| 80. | Yamuna Nagar | Jaipur 20 KM<br>Sandhali 25 KM<br>Rampur Bita 28 KM | 1988 | OSS(E) -<br>A/A - 50%<br>M/S - 50%<br>L.M - 50%<br>FMD - 75%<br>Floriculture - 75%<br>TTWR - 75%<br>Bol.Att. - 50%<br>Banking - 50% | 20 | 12 |
| 81. | Sandhali (Yamuna Nagar) | Rampur Bitta 48 KM<br>Yamuna Nagar 20 KM | 1995 | OSS(H) - 50%<br>OSS(E) - 50%<br>CGDM - 50%<br>L.M. - 50% | 10 | 6 |
| 82. | Tarmastpur (Ambala) | Ambala 17 KM<br>Durana 32 KM | 1997 | MREDA - 25%<br>OSS(H) - 25% | 7 | 3 |
| 83. | Durana (Ambala) | Ambala 24 KM | 1998 | OSS(H) - 25%<br>A&A - 25%<br>TTWR - 25% | 8 | 4 |
| 84. | Talu (Bhiwani) | Dhanana 6 KM | 1992 | LM - 75%<br>FMD - 75% | 7 | 5 |
| 85. | Sanwar (Bhiwani) | Bhiwani 25 KM | 1998 | MREDA NIL<br>CGDM - 50%<br>FMD - 48.25%<br>OSS(H) - 25% | 7 | 6 |
| 86. | Loharu (Bhiwani) | Devrala 27 KM | 1988 | CGDM - 75%<br>OSS(H) - 75%<br>MREDA - 75%<br>A & A - 75% | 7 | 7 |
| 87. | Dholu (Fatehabad) | Bhuna 8 KM<br>Dhangar 25 KM | 2000 | LM<br>RMPDFM | 5 | 4 |
| 88 | Bhuna (Fatehabad) | Uklana 25 KM<br>Dhangar 30 KM | 2000 | Banking<br>MREDA | 5 | 3 |
| 89. | Ferozepur Zhirka (Gurgaon) | Ujjina 49 KM | 1988 | MREDA - 75%<br>LM - 75%<br>TTWR - 50% | 8 | 4 |

| S No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff Required | In Position |
|---|---|---|---|---|---|---|
| 90. | Sacha Sauda<br>(Sirsa) | Muana 10 KM | 2000 | LM<br>OSS(E) | 5 | 3 |
| 91. | Kasun<br>(Jind) | Barsola 7 KM<br>Jind 18 KM | 1998 | CGDM - 80%<br>OSS(H) - 25%<br>MREDA - 25% | 8 | 2 |
| 92. | Dhanaouri<br>(Jind) | All VEI 45 KM<br>in district Jind | 1995 | OSS(H) - 80%<br>LM - 80% | 7 | 3 |
| 93. | Rajpura<br>Bhain (Jind) | Jind 14 KM | 1998 | OSS(H) - 25%<br>Banking - 25%<br>TTWR<br>OSS(E)<br>A&A | 8 | 2 |
| 94. | Siwah<br>(Jind) | Radhana 13 KM | 1998 | OSS(H) - 80%<br>LM - 100% | 5 | 3 |
| 95. | Pillu Khera<br>(Jind) | | 2000 | MREDA -<br>A&A | 5 | 3 |
| 96 | Barsola<br>(Jind) | Kasun 7 KM<br>Uchana 14 KM<br>Julani 19 KM | 1998 | OSS(H) - 40%<br>LM - 25% | 7 | 3 |
| 97. | Ahirka<br>(Jind) | Jind 7 KM<br>Dalamwala 10 KM<br>Julani 13 KM | 1998 | OSS(H) - 25% | 5 | 2 |
| 98. | Beri<br>(Jhajjar) | Jhajjar 10 KM | 1987 | OSS(H) - 75%<br>MREDA - 75%<br>TTWR - 50% | 8 | 6 |
| 99. | Sultanpur<br>(Karnal) | Taraori 12 KM<br>Karnal 14 KM | 1994 | OSS(H) - 75%<br>TTWR - 50%<br>CGDM - 75% | 8 | 3 |
| 100. | Karora<br>(Kaithal) | Kaithal 32 KM<br>Rasina 30 KM | 1993 | LM - 50%<br>OSS(H)<br>TTWR | 7 | 3 |
| 101. | Budha Khera<br>(Kaithal) | Guhna 12 KM | 1995 | OSS(H) - 75%<br>MREDA | 6 | 2 |
| 102. | Shampura<br>(Mohindergarh) | Berla 2 KM<br>Kadma 15 KM | 1987 | LM - 50%<br>TTWR - 50% | 7 | 3 |
| 103. | Seenk<br>(Panipat) | Naultha 20 KM | 1985 | OSS(H) - 50%<br>LM - 50%<br>CGDM - 70% | 8 | 4 |

| S.No. | Name of VEI District | Nearest VEI Distance K.M. | Year of Start | Machinery & Equipment | Teaching Staff Required | Teaching Staff In Position |
|---|---|---|---|---|---|---|
| 104. | Bapoli<br>(Panipat) | Atta 15 Km<br>Naultha 27 KM | 1997 | LM - 80%<br>M&S - 25%<br>A&A | 8 | 5 |
| 105. | Morni Hills<br>(Panchkula) | Panchkula 37 KM | 1987 | OSS(H) - 50%<br>MREDA - 25% | 7 | 5 |
| 106. | Tankri<br>(Rewari) | Jandra 25 KM | 1983 | LM - 65%<br>RMPDFM - 80% | 7 | 3 |
| 107. | Kosli<br>(Rewari) | | 2000 | A&A<br>RMPDFM | 5 | 4 |
| 108. | Bara Gudha<br>(Sirsa) | | 2000 | LM<br>RMPDFM | 5 | 3 |
| 109. | Desujodha<br>(Sirsa) | Kalanwali 14 KM | 2000 | OSS(E)<br>TTWR<br>LM | 6 | 3 |
| 110. | Banwala<br>(Sirsa) | Odha 14 Km | 2000 | RMPDFM<br>TTWR<br>Back , & Conf. | 6 | 3 |
| 111 | Poharka<br>(Sirsa) | | 2000 | Banking<br>Floriculture | 5 | 1 |
| 112. | Purkhas<br>(Sonepat) | | 1985 | LM - 75%<br>CGDM - 75% | 7 | 5 |
| 113. | Rukhi Pana<br>(Sonepat) | Kathura 22 KM | 1997 | LM - 75%<br>CGDM - 75%<br>RMPDFM - 50% | 8 | 6 |
| 114. | Mundlana<br>(Sonepat) | Kathura 23 KM | 1987 | RMPDFM - 75%<br>A&A - 75%<br>OSS(H) - 75% | 8 | 4 |
| 115. | Rampur Bita<br>(Yamuna Nagar) | Jaipur 45 KM | 1997 | OSS(H) -<br>TTWR -<br>FMD -<br>A&A - | 8 | 6 |
| 116. | Jaipur<br>(Yamuna Nagar) | Sandhali 20 KM<br>Yamuna Nagar 20 KM | 1998 | OSS(E) -<br>A&A -<br>MREDA | 8 | 5 |

## Names and Addresses of Officials contacted during the Evaluation Study

| ***S.No.*** | ***Name & Address*** |
|---|---|
| 1. | Mrs Pramila Issar,<br>Financial Commissioner and Secretary,<br>Government of Haryana, 30 Bays Bldg.,<br>Sector 7, Chandigarh-160 017 (Haryana) |
| 2. | Shri H.S. Rana,<br>Director,<br>Directorate of Industrial Training and<br>Vocational Education,<br>Govt. of Haryana, 30 Bays Bldg., Sector 7,<br>Chandigarh-160 017 (Haryana) |
| 3. | Shri R.C Sharma,<br>Joint Director Incharge,<br>State Institute of Vocational Education,<br>Dept of Industrial Training and<br>Vocational Education, Panchkula, Haryana |
| 4. | Shri R.S. Yadav,<br>DDVEO, Narnaul<br>H.No. B-3, Officer's Colony, Narnaul<br>Ph.(R) 01282-54008 (O) 50304 |
| 5. | Shri Brigpal Beniwal<br>DDVEO,<br>Ph.(R) 01666-40125 (O) 01662-20306 |
| 6. | Shri P.N. Attri<br>DDVEO, Rohtak<br>Ph. (R) 01683-69132/69178<br>(O) 01262-41574 |
| 7. | Shri Om Parkash<br>DDVEO, Bhiwani<br>Ph.(O) 01664-42347 |
| 8. | Shri Raj Parkash Hooda<br>DDVEO, Jind<br>Ph.(R) 46379 |
| 9. | Shri Bhoop Singh<br>DDVEO, Karnal<br>Ph.(O) 282803 |
| 10. | Shri Ashok Kumar<br>DDVEO, Gurgaon<br>Ph.(O) 6320434 |
| 11. | Shri D R. Bansal,<br>Assistant Director<br>DDVEO, Ambala<br>Ph. (O) 716156 (R) 656488 |

*Appendix-III*

# List of VEIs visited during the Evaluation Study and the name of the Vice Principal contacted

| S.No. | VEI | Vice Principal |
|---|---|---|
| 1. | Government Vocational Education Institute, Morni Hills | Shri S.K. Mann |
| 2. | Government Vocational Education Institute, Panchkula | Shri S.K. Mann |
| 3. | Government Vocational Education Institute, Ambala City | Smt. Renu Bala |
| 4. | Government Vocational Education Institute,Yamuna Nagar | Shri Raj Kumar |
| 5. | Government Vocational Education Institute, Karnal | Shri Ramdhari |
| 6. | Government Vocational Education Institute, Kurukshetra | Shri R.S. Saini |
| 7. | Government Vocational Education Institute, Pehwa | Shri Panna Lal |
| 8. | Government Vocational Education Institute,Kaithal | Shri Ramesh Chand Saini |
| 9. | Government Vocational Education Institute,Sirsa | Shri Pradeep Kumar |
| 10. | Government Vocational Education Institute,Dhangar | Shri Satpal Kundu |
| 11. | Government Vocational Education Institute, Hisar | Shri Shamsher Singh Sehrawat |
| 12. | Government Vocational Education Institute,Nalwa | Smt Raj Bala |
| 13. | Government Vocational Education Institute,Bhiwani | Smt Parveen Chaudhary |
| 14. | Government Vocational Education Institute, Mundlana | Shri Bhagwan Dass |
| 15. | Government Vocational Education Institute, Mahendergarh | Shri Shamsher Singh |
| 16. | Government Vocational Education Institute, Narnaul | Shri C.B. Dhania |
| 17. | Government Vocational Education Institute, Sujapur | Shri Raj Kumar Sharma |
| 18. | Government Vocational Education Institute, Gurgaon | Smt Lila Devi |
| 19. | Government Vocational Education Institute, Deeghot | Shri Nawal Singh |
| 20. | Government Vocational Education Institute,Palwal | Shri Satindra Singh Yadav |
| 21. | Government Vocational Education Institute, Sonipat | Ms Veena Budhwar |
| 22. | Government Vocational Education Institute, Rohat | Ms Sarita Devi |
| 23. | Government Vocational Education Institute,Hassangarh | Ms Saroj Khurb |
| 24. | Government Vocational Education Institute, Rohtak | Shri Daya Nand Hooda |
| 25. | Government Vocational Education Institute, Mundlana | Shri Bhagwan Dass |

*Appendix-IV*

# Evaluation of the Implementation of VEP in Haryana

## Questionnaire for the Directorate of Industrial Training and Vocational Education

***Management Structure***

1 Give organisation structure of the Directorate of Vocatonal Education / Education in your state.

2. Has State Council for Vocational Education (SCVE) been created to function as overall policy formulation and co-ordination body for VE in your state.

1. Yes 2. No ☐

- If Yes, state the year in which it was created. ____________

- How many meetings of SCVE have taken place uptill now? Also state the frequency of the meetings?

- What is generally included in the agenda of such meetings? Please specify the agenda of the last such meeting.

- Membership of SCVE (Please specify the type & no of members):

3. Has State Institute of Vocational Education (SIVE) been created in your State?

1 Yes 2. No ☐

- If yes, the year of its creation

- Annual Budget for programmes ____________________

| **Years** | **Budget** |
|---|---|
| 2000 - 2001 | |
| 2001 - 2002 | |

- Type of activities relating to vocational programmes undertaken during last two years.

- Strength of the academic staff at SIVE or SCERT which is exclusively looking after Vocational Education Programme (VEP)? Please specify area wise.

| S.No. | Area | Professor | Reader | Lecturer |
|---|---|---|---|---|
| 1. | Agriculture | | | |
| 2. | Business & Commerce | | | |
| 3 | Engineering & Technology | | | |
| 4 | Health & Paramedical | | | |
| 5. | Home Science | | | |
| 6. | Humanities Sc & Edn. | | | |

4 Have District Vocational Education Committees (DVECs) been created for the promotion and proper implementation of VEP at the District level?

1. Yes 2 No ☐

- If yes, how frequently are these supposed to meet? ____________

- Who are designated as its members? Please specify.

- What is generally included in the agenda of such meetings? Specify.

- Do you feel DVECs have been effective in meeting their objectives? Give reasons

5. What suggestions would you like to give for making the DVECs more effective? Please specify?

6. Please provide enrolement data for the past three years (Academic Stream)

| Year | Class - XI<br>No of Students | | | Class - XII<br>No of Students | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 2000 - 2001 | | | | | | | | | |
| 2001 - 2002 | | | | | | | | | |
| 2002 - 2003 | | | | | | | | | |

**Vocational Stream**

| S.No. | Area | Class - XI | | Class - XII | | Total | | |
|---|---|---|---|---|---|---|---|---|
| | | B | G | B | G | B | G | T |
| 1. | Agriculture | | | | | | | |
| | 2000 - 2001 | | | | | | | |
| | 2001 - 2002 | | | | | | | |
| | 2002 - 2003 | | | | | | | |
| 2. | Business & Commerce | | | | | | | |
| | 2000 - 2001 | | | | | | | |
| | 2001 - 2002 | | | | | | | |
| | 2002 - 2003 | | | | | | | |
| 3. | Engineering & Tech. | | | | | | | |
| | 2000 - 2001 | | | | | | | |
| | 2001 - 2002 | | | | | | | |
| | 2002 - 2003 | | | | | | | |
| 4. | Health & Paramedical | | | | | | | |
| | 2000 - 2001 | | | | | | | |
| | 2001 - 2002 | | | | | | | |
| | 2002 - 2003 | | | | | | | |
| 5. | Home Science | | | | | | | |
| | 2000 - 2001 | | | | | | | |
| | 2001 - 2002 | | | | | | | |
| | 2002 - 2003 | | | | | | | |
| 6 | Humanities Sc. & Edn. | | | | | | | |
| | 2000 - 2001 | | | | | | | |
| | 2001 - 2002 | | | | | | | |
| | 2002 - 2003 | | | | | | | |

C. Result of vocational courses (Class XII)

| S.No. | Year | No. Appeared | | No Passed | | Percentage | |
|---|---|---|---|---|---|---|---|
| | | XI | XII | XI | XII | XI | XII |
| 1. | 1999 - 2000 | | | | | | |
| 2. | 2000 - 2001 | | | | | | |
| 3. | 2001 - 2002 | | | | | | |

7 Total No. of Senior Secondary Vocational Education Institutions in the State ?

8. Name of the Vocational courses being run in your state ? Give a list .

Of these which are the most popular vocational courses ? Please specify.

| S.No | Course | Reason |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4 | | |
| 5 | | |

9. How is the selection of a Vocational course to be started in an institution done ? Please specify the procedure and the basis of selection (state the role of vocational survey, DVEOs, Principals, Local MLAs etc )

10. Have you started any pre-vocational courses in your state ?

1 Yes 2. No ☐

If yes, please provide details :

| S No | The Name of Course | No. of Institutions | No. of Students |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3 | | | |
| 4 | | | |
| 5. | | | |

11. What difficulties, if any are you facing in the implementation of Pre-vocational courses in your state ?

- What suggestions would you like to make for improving the implementation of Pre-vocational courses ? Please specify.

12.

| No. of Vocational Teachers/ Instructors in the State | Vocational | Languages | GFC |
|---|---|---|---|
| (i) Full Time<br>* Permanent<br>* Temporary/Regular<br>* Adhock | | | |
| (ii) Part Time | | | |
| (iii) Any other (please specify) | | | |

(iv) How much money is paid to a part time teacher/instructor ? ——————

(v) Pay Scale of full time Teacher /Instructor ? ——————

13. Specify the weightage given to the following in the curriculum structure for Vocational courses

| S.No | Contents | Weightage |
|---|---|---|
| 1. | Language(s) | |
| 2 | General Foundation (specify the subjects) | |
| 3 | Vocational Theory & Practical | |
| 4 | On-the-Job Training | |

14. Please specify the process of development of curricula for Vocational courses·

| | No of Courses |
|---|---|
| Developed by PSSCIVE (NCERT) and Adopted / Adapted by the State | |
| Developed by State | |

15. Do you provide any short-term "Teacher Training Programme" to the Vocational teachers/instructors ? ☐

1 Yes 2. No

If yes, please provide following details :

No of teacher training programmes conducted by your state in the last three years ?

| S.No | Area | No of Teacher /Participants | Duration |
|---|---|---|---|
| 1. | | | |
| 2 | | | |
| 3 | | | |
| 4. | | | |
| 5 | | | |
| 6. | | | |

### *Finances*

16. Expenditure incurred on VEP during the last three years and the source of finance.

| Year | Source |  | Expenditure in Lacs |  | Total |
|---|---|---|---|---|---|
|  | CSS Grant | State Grant | Recurring | Non-recurring |  |
| 1999 - 2000 |  |  |  |  |  |
| 2000 - 2001 |  |  |  |  |  |
| 2001 - 2002 |  |  |  |  |  |

17. What sources do you suggest should be used to raise additional money for the VEP in the State? Please check.

(i) Increased Tution Fee from Students

(ii) Levy on industrial houses

(iii) Donation from parents & others

(iv) Grant from State Government

(v) Additional Grant from Central Govt.

(vi) Any other (please specify)

18. Do you have any system of collecting the followup information about the vocational passouts ?

1. Yes 2. No ☐

If yes, please specify.

19. What percentage of students passing out from vocational stream on an average go in for :

    (i) Higher courses in the Academic Stream ________

    (ii) Higher courses in the Vocational Stream ________

    (iii) Wage Employment ________

    (iv) Self Employment ________

    (v) Un-employed ________

    (vi) Apprenticeship Training ________

20. What specific steps are being undertaken to popularise the vocational education programme amongst people in your state? Please specify

21. What are your suggestions for improving the implementation of VEP in your State. (E g. Short duration courses should be started ? infra-structural facilities, instructional material etc be improved).

***Appendix-V***

# Evaluation of the Implementation of VEP in the State of Haryana

## Questionnaire for Principals/Vice Principals

***General Information***

1 Name and address of School :

2. Name of Principal :

3. Educational Qualifications of Principal :

4. Type of School :

(i) Rural (ii) Urban (iii) Semiurban ☐

5. No. of Students in Vocational Stream :

| S.No. | Name of Vocational Course | No. of students | |
|---|---|---|---|
| | | Class XI | Class XII |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

6. No of Vocational Teachers/ instructor Appointed

(i) Full Time Basis : Permanent basis _____ Temporary/Adhok basis _____

(ii) Part Time Basis _____________________

7. What new course has been started in your institution during the last three years? Please specify.

| S.No. | Course | Year |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

8. What was the basis of selection of such course? Please specify.

9. a. Do you have separate placement and Guidance Cell for the vocational students in our school ? ☐
1. Yes 2. No

b. If 'Yes', please specify the activities of such cell and the name of the person who has been assigned this work

10. What efforts are made by your school to popularise the vocational courses? Please specify

11. a. Have you created advisory committees for the effective implementation of vocational courses in your institution ? ☐
1 Yes 2 No

b. If 'Yes', please specify the frequency of the meeting of such committee

1. Once a month 2. Once a Quarter 3. Any other(specify)

c. What is generally included in the agenda of such meeting? Please specify the agenda of the last such meeting from the records.

(i)

(ii)

(iii)

d. How could such meetings be made more effective? Give your suggestions

12. a Do you fell the money provided for the vocational courses is sufficient?
1. Yes 2 No ☐

b. What sources should be utilized to raise additional funds for the VEP ? Please tick

(i) Increased Tution Fee from students
(ii) Levy on industrial houses
(iii) Donation from parents & others
(iv) Grant from state Government
(v) Additional Grant from Central Govt.
(vi) Any other (please specify)

13 a. Is there a systematic method of collecting follow up information about the vocational passouts in your school
1. Yes 2. No ☐

b. If 'Yes', please give details about the system adopted by yours school to collect such information.

c. What in your opinion do the students do after passing out their vocational course from your institution ?

| | | **% of Students** |
|---|---|---|
| (i) | Join Wage Employment | |
| (ii) | Higher Course in Vocational Stream | |
| (iii) | Higher Courses in Academic Stream | |
| (iv) | Apprenticeship Training | |
| (v) | Start own business/join parental business | |
| (vi) | Any other (specify) | |

14. a. How many passouts are provided Apprenticeship training in the last two year

1999 ____________________

2000 ____________________

b. What problems are faced by you in placing students for Apprenticeship ?

c How can such problems be solved? Give your suggestions.

15. a. Please give your views on the adequacy of infrastructural facilities for vocational education programme in your institution:

| | | Adequate | Average | Below Average |
|---|---|---|---|---|
| | | 3 | 2 | 1 |
| (i) | Teaching Staff | 3 | 2 | 1 |
| (ii) | Supporting Staff | 3 | 2 | 1 |
| (iii) | Workshop/ laboratories | 3 | 2 | 1 |
| (iv) | Library (for vocational courses) | 3 | 2 | 1 |
| (v) | Class Rooms | 3 | 2 | 1 |
| (vi) | Vocational Guidance and Counselling | 3 | 2 | 1 |

b. In case you feel some of the above stated infrastructual facilities are not adequate, you are requested to give your concrete suggestions for improvement of the same

17. What are your suggestions to make the implementation of VEP in your school effective?

***Appendix-VI***

# व्यावसायिक शिक्षा कार्यक्रम का हरियाणा राज्य का

## प्रश्नोत्तरी - III

## शिक्षक

1 सस्थान/विद्यालय का नाम व पता ________________________________

2 शिक्षक का नाम ________________________________

3. व्यावसायिक शिक्षण क्षेत्र/पाठ्यक्रम ________________________________

4 नियुक्ति की स्थिति

(1) पूर्ण कालीन (अ) स्थायीस्तर ________ (ब) अस्थायी स्तर ________ (2) अश कालीन ☐

5. वेतनमान (पेस्केल) ________________________________

6. शैक्षिक योग्यता ☐

(1) पोस्ट ग्रेजुऐट (स्नातकोतर)
(2) पोस्ट ग्रेजुऐट + बी एड
(3) पोस्ट ग्रेजुऐट + एम एड
(4) इन्जीनियरिंग ग्रेजुऐट (बी ई.)
(5) ग्रेजुऐट (बी.एस.सी/बी.काम)+ बी एड
(6) ग्रेजुऐट (बी एस सी/बी.काम)+पोलिटेकनिक डिप्लोमा
(7) ग्रेजुऐट (बी एस सी/बी काम)
(8) 12वीं कक्षा + पालीटेक्नीक डिप्लोमा
(9) 10वीं कक्षा + पालीटेक्निक
(10) अन्य

7 पूर्व अनुभव ·

(अ) शिक्षण क्षेत्र (1) व्यावसायिक क्षेत्र ________________ वर्ष
(2) अकादमिक क्षेत्र ________________ वर्ष
(3) अन्य (औद्योगिक/स्वरोजगार ) ________ वर्ष

8 क्या पूर्व मे आपने किसी व्यावसायिक विषय मे शिक्षा प्रशिक्षण कार्यक्रम मे भाग लिया है। ☐

यदि हॉ तो निम्न जानकारी दीजिये ·

(1) प्रशिक्षण संस्था का नाम ________________________________
(2) प्रशिक्षण की अवधि ________________________________
(3) प्रशिक्षण किस वर्ष मे प्राप्त किया ________________________________

(4) प्रशिक्षण का क्षेत्र ____________________________________________

9 आपके अनुसार छात्रो की व्यावसायिक शिक्षा के प्रति कैसी रूचि है ? ☐

(1) बहुत अच्छी (2) अच्छी (3) सामान्य (4) विपरित

उक्त प्रकार की रूची के प्रमुख कारण क्या है ? लिखिए।

10.अ आपके व्यावसायिक क्षेत्र से सम्बन्धित पाठ्यक्रम मे प्रयोग होने वाली किताबो की उपलब्धता पर अपने विचार दीजिए ·

| | | **ठीक है** | **पूर्ण नहीं** | **नहीं मिलती** |
|---|---|---|---|---|
| 1 | सैद्धान्तिक (थ्योरी) किताबे | 3 | 2 | 1 |
| 2 | प्रायोगिक किताबे (प्रेक्टीकल मेनुयॅल) | 3 | 2 | 1 |
| 3 | शिक्षक गाइड | 3 | 2 | 1 |

ब आवश्यक पुस्तके न मिलने पर आप विद्यार्थियो को पढने के लिए कोर्स का सचालन कैसे करते हैं।

(1) सम्बन्धित (रेफरेस) किताबों से नोट बनाकर विद्यार्थियो मे वितरित करना

(2) सम्बन्धित क्षेत्रो की सैद्धान्तिक किताबों का उपयोग करके

(3) अन्य (उल्लेख करे)

11 क्या आप सोचते है कि आप जिस व्यावसायिक कोर्स को पढा रहे है, के पाठ्यक्रम मे सशोधन (रिवीजन) की आवश्यकता है ? ☐

यदि हॉं तो कृपया कारण बताए (कुछ भाग प्रासागिक (रेलेवेन्ट) नहीं, कुछ भाग अपर्याप्त है, नवीनतम प्रसगो को जोड़ना, (इत्यादि)

12 क्या अपने क्षेत्र के पाठ्यक्रम व किताबों के निर्माण/संशोधन के कार्य मे आप भाग लेना चाहेगे ? ☐

(1) हाँ (2) नहीं

आपका इस सम्बन्ध मे कोई पूर्व अनुभव है ? उल्लेख कीजिए

13 क्या आप सोचते हैं कि व्यावसायिक पाठ्यक्रम के पूरा होने पर विद्यार्थियो मे आवश्यक सामर्थ्य व कार्यकुशलता का **पर्याप्त** विकास हो पाता है ? ☐

(1) हॉ (2) नहीं

14. अगर नहीं तो इसके क्या कारण है ? निम्न में से टिक करें .

(1) उचित प्रोयौगिक प्रशिक्षण का अभाव।
(2) विद्यार्थियो द्वारा कुशलताओ को ग्रहण करने मे अरूचि।
(3) पाठ्यक्रम को पूरा करने के लिए पर्याप्त समय का अभाव।
(4) उपयुक्त किताबो का अभाव।
(5) आधारभूत सुविधाओ (मशीन/उपकरण, कच्चामाल, प्रशिक्षित शिक्षक इत्यादि का अभाव)।
(6) अन्य (उल्लेख करे)।

15 अ कृपया अपने सस्थान में व्यावसायिक शिक्षा के सचालन के लिए आधारभूत सुविधाओ की उपलब्धता प्रयाप्तता के बारे में विचार प्रकट करे

| **आधारभूत सुविधाएं** | **समुचित उपलब्धता** | **अनुमनित** |
|---|---|---|
| (1) शिक्षक (स्टाफ) | 2 | 1 |
| (2) सहयोग स्टाफ (लैब अटेन्डेंट) | 2 | 1 |
| (3) कार्यशाला/प्रयोगशाला | 2 | 1 |
| (4) पुस्तकालय मे व्यावसायिक पुस्तको की उपलब्धता | 2 | 1 |
| (5) कक्षा कमरे | 2 | 1 |
| (6) व्यावसायिक सलाह एव मार्गदर्शन | 2 | 1 |

ब उपरोक्त आधारभूत सुविधाओ मे सुधार के लिए आप क्या सुझाव देना चाहेगें ? कृपया लिखे।

16अ क्या आप समझते है कि आपके कोर्स के सुचारू क्रियान्वयन के लिए आप सम्बन्धित उद्योगो से पर्याप्त सयोजन बना पाए है। अपने विचार बताए।

| | | **बहुत अच्छा** | **अच्छा** | **थोडा अच्छा** | **अच्छा नहीं** |
|---|---|---|---|---|---|
| 1. | उद्योगों से विशेषज्ञो का अतिथि प्राध्यापक के रूप मे आना | 4 | 3 | 2 | 1 |
| 2 | अनुभव प्राप्ती के लिए उद्योगो का भ्रमण | 4 | 3 | 2 | 1 |
| 3. | कोर्स उपरांत विद्यार्थियों को अप्रेटिशिप ट्रेनिग पर भेजना | 4 | 3 | 2 | 1 |

ब. आपके व्यवसायिक कोर्स के सुचारू क्रियान्वयन के लिए उद्योगो से सयोजन स्थापित करने मे आपको किन परेशानियो का सामना करना पडता है ? लिखे

17. उद्योगो से सहयोग बढाने हेतु आप क्या सुझाव देना चाहेगे ? विस्तार पूर्वक उल्लेख करें।

18 क्या आप अपने पाठ्यक्रम मे व्यवहारिक प्रशिक्षण देने के लिए अपने सस्थान मे उत्पादन/सेवा एव प्रशिक्षण केन्द्र शुरू करना चाहेगे ? ☐

(1) हॉ (2) नहीं

अगर हॉ तो आप इस केन्द्र को चलाने मे किस प्रकार का सहयोग देना चाहेगे ?

1 केन्द्र के लिए अतिरिक्त समय देकर

2 केन्द्र के प्रबधन मे योगदान

3 अन्य (उल्लेख करे)

19. क्या आप अपने विषय मे/पाठ्यक्रम के वर्तमान दो वर्षीय समय से संतुष्ट है ? ☐
    (1) हॉ (2) नहीं
    अगर, नहीं तो आपकी दृष्टि मे पाठ्यक्रम का उपयुक्त समय क्या होना चाहिए ? ☐
    अ दो वर्ष से ज्यादा
    ब दो वर्ष से कम
        (1) 1 साल
        (2) 6 महीना
        (3) अन्य (उल्लेख करे)

20 अ क्या आप व्यावसायिक शिक्षा के विद्यार्थियो के वर्तमान मूल्याकन विधि से पूर्णात सतुष्ट है ? ☐

(1) हॉ (2) नहीं

ब. अगर नहीं तो आप अपने सुझाव दे।

21. अपने सस्थान मे व्यावसायिक पाठ्यक्रमों को समुचित एव सुचारू रूप से चलाने तथा इनके विकास हेतु आप क्या सुझाव देना चाहेंगे ? लिखे

*Appendix-VII*

# हरियाणा राज्य में व्यावसायिक शिक्षा योजना के क्रियान्वयन का मूल्यांकन

## प्रश्नोत्तरी - II

## उत्तरदाता · छात्र

1 पहचान

(क) विद्यार्थी का नाम ☐
(ख) उम्र ☐
(ग) लिग (1) स्त्री (2) पुरूष ☐
(घ) कक्षा (1) XI (2) XII

2. संस्थान का नाम एवं पता ____________________

____________________

____________________

3 विद्यालय की लोकेशन . (1) ग्रामीण (2) शहरी (3) अर्धशहरी ☐

4 आपके घर से विद्यालय की दूरी। ☐
(1) 1 कि मी तक (2) 2 कि मी तक (3) 2 कि मी से अधिक (उल्लेख करें)

5 सस्थान का प्रकार (1) केवल लडको के लिए (2) केवल कन्याओ के लिए (3) सह-शिक्षा संस्थान ☐

6 प्रबन्ध का प्रकार(1) सरकारी (2) गैर सरकारी (3)गैर सरकारी(Unaided)सहायता प्राप्त(Aided) ☐

7 माता–पिता/अभिभावक की शैक्षिक योग्यताएँ ☐
1 औपचारिक शिक्षा नहीं (अशिक्षित)
2 प्राइमरी कक्षा तक
3 मिडिल तक (कक्षा 8)
4 उच्चतर माध्यमिक स्तर (कक्षा 12) तक
5 ग्रेजुएट
6 पोस्ट ग्रेजुएट

7 अन्य (कृपया उल्लेख करे)

8 पिता/अभिभावक का व्यवसाय ☐

1 नौकरी

2 अपनी दुकान/कारोबार

3 खेती

4 निजी व्यवसाय

5 अन्य कोई (उल्लेख करे)

(ख) परिवार की मासिक आय ☐

1 2000 रु तक

2 2100 - 4000 रु

3. 4100 - 6000 रु

4. 6100 - 8000 रु

5 8000 से ज्यादा (उल्लेख करे)

9 निम्न मे से आप जिस श्रेणी से सम्बन्धित हैं, चिन्हित करे . ☐

(1) सामान्य श्रेणी (2) अनुसूचित जाति (3) अनुसूचित जनजाति (4) अन्य पिछडा वर्ग

10. इस कोर्स मे भर्ती होने के समय आपकी शैक्षणिक योग्यता एव प्राप्तांक (प्रतिशत) ☐

(1) हाईस्कूल (कक्षा 10)

(2) बारहवीं

(3) अन्य (उल्लेख करे)

11 आपने इस व्यावसायिक पाठ्यक्रम का चुनाव किन करणो से किया। कृपया उपयुक्त कारणों को चिन्हित करे,

(1) मुझे निम्न द्वारा यह सुझाव दिया गया ·

(1) माता पिता (2) अध्यापक (3) मित्र (4) अन्य

(2) मेरी सामान्य/अकादमिक शिक्षा में रूचि नहीं थी,

(5) कोर्स के पश्चात स्वरोजगार के अच्छे अवसर होने के कारण।

(6) परिवार की और से अपर्याप्त आर्थिक मदद।

(7) अन्य कोई (उल्लेख करे)

12 इस कोर्स को करने के लिए आपको किस ने प्रेरित किया। ☐

(1) स्वय (2) माता–पिता (3) दोस्त (4) शिक्षक (5) अन्य

13. इस कोर्स को पूर्ण करने के बाद आप क्या करना चाहेगे ? ☐

(1) नौकरी करेगे।

(2) अपना स्वय का व्यवसाय प्रारम्भ करेंगे।
(3) उच्च शिक्षा में प्रवेश हेतु प्रयास करेगे।
  (i) व्यावसायिक शिक्षा मे
  (ii) शैक्षणिक (अकेडेमिक) शिक्षा मे
(4) अभी तक निर्णय नहीं किया।

14. व्यावसायिक पाठ्यक्रम के लिये क्या आपको कोई आर्थिक मदद (छात्रवृत्ति/बजीफा) प्राप्त हो रहा हैं।

(1) हॉ (2) नहीं ☐

यदि हॉ तो निम्न सूचना दे .

(i) सहायता देने वाली सस्था का नाम ____________________

(ii) सहायता की राशी ____________________ रु. प्रति माह

15 आप जो व्यावसायिक कोर्स पढ रहे है, उसके बारे मे कृपया निम्नलिखित पक्षो पर अपनी राय प्रदान करे।

| | | **अत्यधिक सीमा तक** | **कुछ सीमा तक** | **अतिअल्प सीमा तक** | **अक्सर नहीं** | |
|---|---|---|---|---|---|---|
| (1) | आपके कोर्स की रोजगार की आवश्यकताओं से सम्बद्धता | 4 | 3 | 2 | 1 | ☐ |
| (2) | रोजगार के लिये व्यावहारिक ज्ञान की अवश्यकता की पूर्ति | 4 | 3 | 2 | 1 | ☐ |
| (3) | रोजगार के लिये प्रायोगिक प्रशिक्षण की पूर्ति | 4 | 3 | 2 | 1 | ☐ |
| (4) | कक्षा मे शिक्षक द्वारा उचित दिशा निर्देश | 4 | 3 | 2 | 1 | ☐ |
| (5) | वास्तविक प्रायोगिक कार्य मे उद्योगों इत्यादि की सहभागिता | 4 | 3 | 2 | 1 | ☐ |
| (6) | पाठ्य साम्रगी की उपलब्धता (पुस्तके, मेनुअल) | 4 | 3 | 2 | 1 | ☐ |
| (7) | कोर्स विषय वस्तु की सामाजिक उपयुक्ता | 4 | 3 | 2 | 1 | ☐ |
| (8) | विद्यालय में समय का समुचित उपयोग | 4 | 3 | 2 | 1 | ☐ |

16. कृपया अपने संस्थान/विद्यालय मे निम्नलिखित आधारभूत सुविधाओ की पर्याप्ता के सन्दर्भ मे अपनी राय चिहिन्त करे :

| | | **बहुत अच्छा** | **औसत** | **निम्न** | |
|---|---|---|---|---|---|
| 1 | कार्यशाला (वकशाप) | 3 | 2 | 1 | ☐ |
| 2 | पुस्तकालय में व्यावसायिक पुस्तकों की उपलब्धता | 3 | 2 | 1 | ☐ |
| 3 | फार्म एव पशुशाला (कृषि कोर्स के लिये) | 3 | 2 | 1 | ☐ |
| 4 | विभिन्न विषयो के अध्यापकों की उपलब्धता | 3 | 2 | 1 | ☐ |
| 5 | कोर्स से सम्बन्धित उपकरणो की उपलब्धता (मशीने, कम्प्यूटर, टाइपराइटर इत्यादि) | 3 | 2 | 1 | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| 6 | प्रायोगिक कार्य हेतु औजारो की उपलब्धता | 3 | 2 | 1 | ☐ |
| 7 | प्रायोगिक कार्य के लिए कच्चेमाल की उपलब्धता | 3 | 2 | 1 | ☐ |

17. आपके व्यावसायिक क्षेत्र में अनुदेशात्मक साम्रगी (पाठ्य पुस्तकें इत्यादि) की उपलब्धता :

| | | **बहुत अच्छा** | **औसत** | **निम्न** | |
|---|---|---|---|---|---|
| 1. | पाठ्य पुस्तके | 3 | 2 | 1 | ☐ |
| 2. | प्रायोगिक मेनुअल | 3 | 2 | 1 | ☐ |

18 क्या आपको लगता है, कि आपका इस व्यावसायिक कोर्स में प्रवेश का निर्णय सही था ?

(1) हाँ (2) नहीं ☐

यदि 'हाँ' तो उचित कारणो को चिन्हित करे।

1 मैं अच्छा प्रायोगिक प्रशिक्षण प्राप्त कर रहा हूँ।
2 मुझे इस कोर्स के बाद शीघ्र रोजगार मिलने की सभावना है।
3 मैं अपना व्यवसाय प्रारम्भ कर सकता हूँ, जिसके लिए मैंने पर्याप्त दक्षता प्राप्त कर ली हैं।
4 मैं अब स्वय को अपने पैत्रिक व्यवसाय में लगा सकने मैं सक्षम हो गया हूँ।
5 मैं अब व्यावसायिक उच्चशिक्षा कोर्स मे प्रवेश पा सकता हूँ।
6 अन्य (कृपया उल्लेख करें)

यदि 'नहीं' तो निम्न मे से उचित कारण को चिन्हित करें।

1 उक्त क्षेत्र मे रोजगार की कोई सभावना नहीं है।
2 मैंने इस विषय मे पर्याप्त प्रायोगिक प्रशिक्षण प्राप्त नहीं किया।
3 अध्यापन मुख्यतः सैद्धान्तिक (थ्योरिटीकल) है।
4 मैं कोर्स को पसन्द नहीं करता।
5 अन्य कोई (उल्लेख करें)

19. क्या आप सोचते हैं कि विद्यार्थियों को उपयुक्त प्रयोगात्मक दक्षता प्रदान करने के लिये उत्पादन/सेवा सह प्रशिक्षण केन्द्र (प्रोडक्सन/सर्विस–कम–ट्रेनिंग केन्द्र) स्थापित किये जाये ?

(1) हॉ (2) नहीं ☐

20 क्या आप अन्य विद्यार्थियो को अपने संस्थान मे इस कोर्स मे प्रवेश लेने की सलाह देगें ?

(1) हॉ (2) नहीं ☐

21. इस कोर्स के सुधार के लिए आप क्या सुझाव देगे ? उल्लेख कीजिए ?

**Appendix-VIII**

# हरियाणा राज्य में उत्तीर्ण व्यावसायिक शिक्षा के विद्यार्थियों द्वारा

## रोज़गार के क्षेत्र में सफलता का विवरण

१ विद्यार्थी का नाम व घर का पता· ------------------------------------------
------------------------------------------

२. विद्यालय का नाम व पता: ------------------------------------------

३. व्यावसायिक पाठ्यक्रम का नाम ------------------------------------------

४ बारहवीं कक्षा मे उत्तीर्ण होने का वर्ष· ------------------------------------------

५ क्या आपने अप्रेन्टिशिप ट्रेनिंग प्राप्त की थी ☐
१ हाँ २ ना

अ ☐ वैतनिक रोजगार यदि आप कहीं नौकरी करते है तो उसके बारे मे निम्न सूचना दे ।

६ सस्था का नाम व पता

७ पद का नाम ------------------------------------------
------------------------------------------
------------------------------------------

८. नौकरी कब शुरू की· ------------------------------------------

९ मासिक आय. ------------------------------------------

१० आपका रोजगार व्यावसायिक पाठ्यक्रम से कितना सबधित है
१ बिल्कुल नही २ कुछ सीमा तक ३. बहुत ज्यादा

११. मासिक वेतन ☐

ब ☐ स्वरोजगार यदि आप अपना कारोबार करते हो तो निम्न सूचना दें ।

१२ अपनी दुकान/वर्कशाप(व्यवसाय) का नाम एव पता. ----------------------------------------
----------------------------------------
----------------------------------------

१३ व्यवसाय आरम्भ करने का वर्ष: ----------------------------------------

१४ आपका व्यवसाय आपके व्यावसायिक पाठ्यक्रम से कितना संबंधित है ।
१. बिल्कुल नहीं २. कुछ सीमा तक ३ बहुत ज्यादा

१५ व्यवसाय मे लगी पूजी ----------------------------------------

१६ वार्षिक बिक्री (टर्न ओवर): ----------------------------------------

१७ मासिक आय ----------------------------------------

१८ क्या आपने पूंजी के लिए कोई ऋण प्राप्त किया
१ हॉ २ ना

ऋण की राशि ----------------------------------------

ऋण देने वाली सस्था ----------------------------------------

मासिक किश्त ----------------------------------------

१६. व्यावसायिक शिक्षा के सुचारू संचालन के लिए आप क्या सुझाव देगें ?
उल्लेख कीजिए।

***Appendix-IX***

# हरियाणा राज्य में व्यावसायिक शिक्षा योजना का मूल्यांकन

## अभिभावक/पालक प्रश्नोत्तरी

१. विद्यालय का नाम ______________________________

2. विद्यार्थी का नाम . ______________________________

3. व्यावसायिक पाठ्यक्रम का नाम ______________________________

4. अभिभावक /पालक का नाम ______________________________

5 आपके पुत्र/पुत्री द्वारा व्यावसायिक शिक्षा पाठ्यक्रम के चुनाव का कारण:

१ अन्य कहीं प्रवेश नहीं मिल पाना ।

२. परिवार के सहायतार्थ शीघ्र नौकरी पाने की इच्छा ।

३ स्वरोजगार के अच्छे अवसर होना ।

४. मित्रो /शिक्षक /अन्य द्वारा प्रेरित किया जाना ।

५ अन्य कारण (उल्लेख करे )

६. क्या आप सोचते है कि आपके पुत्र/पुत्री का व्यावसायिक पाठ्यक्रम के चुनाव का निर्णय सही था ?

१. हॉं २. नही ☐

7. आपके अनुसार इस व्यावसायिक कोर्स मे आपके पुत्र/पुत्री को किन कठिनाइयों का सामना करना पड रहा है?

8 इस पाठ्यक्रम के सुचारू सचालन के लिए आप क्या सुझाव देगे ? उल्लेख कीजिए